DOCUMENT RESUME

ED 247 312 TM 840 506

AUTHOR Frechtling, Joy A., Ed.; And Others
TITLE Summary of MCPS Data on Differences in Minority and Majority Performance and Participation.
INSTITUTION Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE 27 Sep 83
NOTE 153p.; Small print in Executive Summary. Report prepared for Management Planning Group for the Minority Achievement and Participation Project, Work Conference I (Sept. 27-29, 1983).
PUB TYPE Statistical Data (110) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Academically Gifted; Courses; Dropouts; Elementary Secondary Education; Enrollment Trends; Extracurricular Activities; Graduate Surveys; *Minority Groups; *Performance Factors; *Racial Composition; *Racial Differences; School Personnel; Special Education; Statistical Surveys; Student Attitudes; *Student Participation; Suspension; Test Results
IDENTIFIERS *Montgomery County Public Schools MD

ABSTRACT

This report presents an overview of performance differences of Montgomery County Public School students and informs staff of important data sources. The report relies heavily on data from the Department of Educational Accountability going back to 1978. The Executive Summary presents, in chart form, the areas covered, the questions addressed, a summary of the findings, and report page numbers for further information. Topics covered are: (1) the racial and ethnic composition of school enrollment; (2) school staff composition; (3) student test results by racial and ethnic groups, 1977-82; (4) the relationship between minority group school composition and the black-white pupil achievement score gap; (5) enrollment in gifted and talented programs; (6) race differences in high school course enrollments; (7) programs for low-achieving students; (8) differences in school and self attitudes; (9) participation in extracurricular activities; (10) student suspension data; (11) in-school suspension; (12) dropouts; and (13) a graduate follow up study. The report contains 56 diagrams and tables, plus information sources for each section. (BS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED247312

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SUMMARY OF MCPS DATA ON DIFFERENCES IN MINORITY AND MAJORITY PERFORMANCE AND PARTICIPATION

Edited by

Joy A. Frechtling
Kathleen M. Hebbeler
Steven M. Frankel

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Hymes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

September 27, 1983

TM 810 202

Steven M. Frankel, Director
Department of Educational Accountability

Joy A. Frechtling, Director
Division of Instructional Evaluation and Testing

ACKNOWLEDGEMENT

Although the development of this data summary was originally planned as a six month effort, circumstances outside of the control of DEA determined that the product had to be produced in less than three weeks.

Thanks to the dedication of DEA's professional and supporting services staff, and their willingness to add a lot of additional work on top of their already full schedules, this challenge was met. Well over half of the department's staff members contributed to this effort. It is doubtful whether many other research organizations staffs could have done such a complete job in such a limited amount of time. Thank you.

Steven Frankel, Director
Dept. of Educational Accountability

INTRODUCTION

This report presents a summary of data on differences in minority and majority performance and participation in the Montgomery County Public Schools. The report was prepared especially for Work Conference I (September 27-29, 1983) of the Management Planning Group for the Minority Achievement and Participation Project. The purpose of the report is to present in one concise document an overview of what is known about differences in performance among MCPS students as well as to provide staff with an overview of where important data can be found.

The report relies heavily on data taken from reports by the Department of Educational Accountability (DEA) going back to 1978, the first year that DEA products were available. Data from reports to the state, statistics published by the county, and information routinely maintained on the database have also been included. It is important to note that the currency of information varies somewhat by area. In some areas data are available for several years including the present; in others, data are available for selected years only and may be two or three years old. Most of the analyses provide information that has previously been distributed; other analyses are new and present data being released for the first time.

To provide this data in time for Work Conference I, we have had to drastically speed up production of a document that was originally scheduled to be released at the beginning of January, 1984. Because of this accelerated schedule we have not had sufficient time to cross check every number and to make sure that data from different sources are totally consistent. It is possible, therefore, that some individual numbers are in error and will be need to be revised. We do not feel, however that any such revisions will effect the conclusions to be drawn from the data. Over the next few months we will be rechecking the data to see if any inaccuracies exist. We would appreciate very much your letting us know if you find any errors as you look over the report,so that we can make the next version as accurate as possible.

A revised report will be released in January, 1984. This report will contain not only any corrections which have to be made, but also some additional data which are not available at this time. The additions include SAT performance by race; and enrollment in special education programs by handicapping condition, race, and level.

We think this report presents data that are both important and powerful.

775b.doc.10ET

EXECUTIVE SUMMARY

SUMMARY OF MCPS DATA ON DIFFEPENCES IN MINORITY AND MAJORITY PERFORMANCE AND PARTICIPATION

(September 27, 1983)

The Executive Summary presents an overview, in chart form, of the information available in this report. Presented are the areas covered, the questions addressed, and a summary of the findings. The page numbers indicate where further information may be found in the full report.

Area	Question(s)	Data on Historical Trends	Grade Levels	Findings
Enrollment (pp. 1-5)	1. What is the minority enrollment in MCPS?	yes	all grades	CURRENT STATUS: o Minority students in MCPS make up 26.6% of the student population as of September 10, 1983. (Asians 8.0%; Black 13.7%; Hispanic 4.8%; and American Indians 0.2%) HISTORICAL TRENDS: o The percentage of minorities has been steadily increasing. Minority enrollment for 1968-9 was 6.3%. All minority groups now make up a larger percentage of the student population than they did in 1969. The relative rates of growth for each group have varied over the last 15 years, but seem at present to be increasing at about the same rates.
	2. What is the distribution of minorities across types of school? across individual schools?			CURRENT STATUS: o The percentage of minorities varies somewhat with school level. For 1983-84, 29% of the elementary students were minorities compared to 25% of the secondary students. The data for individual minority groups are similar, with slightly higher percentages for Asians, Blacks, Hispanics at the elementary level. o Eleven schools have fewer than 10% minority enrollments; 3 schools have minority enrollments of 80% or more. HISTORICAL TRENDS: o In 1979-80, the pattern of relative percentages of minorities at different school levels was similar to the present. At the elementary level 21.5% of the student population was minority compared to 16.6% at the secondary level. Eighteen schools had fewer than 10% minorities; 1 school had over 70%.
Staff (pp. 6-9)	1. What is the minority composition of the MCPS professional and supporting services staff?	yes	all	CURRENT STATUS: o Of all staff working in school buildings, 11.9% of the professional staff and 31.6% of the supporting services staff are minorities (compared to 25.4% of the student population). HISTORICAL TRENDS: o The proportion of the professional building staff and supporting services staff who are minority group members has been roughly constant since 1979-80.

BEST COPY AVAILABLE

Area	Question(s)	Data on Historical Trends	Grade Levels	Findings
Test Results (pp. 10-32)	1. How does minority performance compare to majority performance in MCPS on standardized norm referenced tests?	yes	varies with test	CURRENT STATUS: o Asian and white students in MCPS score substantially higher on the California Achievement Test and the Cognitive Abilities Test than Hispanic and black students. o MCPS black and Hispanic students score substantially higher than black and Hispanic students nationally on the California Achievement Test and are further above members of their groups nationally than are white students. HISTORICAL TRENDS: o Analyses of standardized test data show that Asians have consistently outperformed whites by small amounts. Hispanic and black students have scored substantially lower with blacks having the lowest scores. o The gap in performance between black and white students has remained almost constant on the California Achievement Test and decreased slightly on the Cognitive Abilities Test. The gap between Hispanic and white students has increased slightly in both the California Achievement Test and the Cognitive Abilities Test. o Over the years, white and black students have shown small but consistent improvement in test scores. Hispanic and Asian students have shown up and down down patterns of performance. o Minority students who attended MCPS from Grade 3 (1980) to Grade 5 (1982) progressed as well on the California Achievement Test as white students who were in MCPS for those two years.
	2. How does minority performance compare to majority performance in MCPS on Project Basic tests?	yes	7 and 4	CURRENT STATUS: o White students score the highest on the Maryland Functional Reading Test with a 98% passing rate in 1982-83, compared to 91% for Asians, 90% for blacks and 87% for Hispanics. o There are large differences in performance by race on the Maryland Functional Mathematics Test. The passing rates are 77% for Asians, 70% for whites, 42% for Hispanics, and 34% for blacks.

BEST COPY AVAILABLE

Area	Question(s)	Data on Historical Trends	Grade Levels	Findings
				HISTORICAL TRENDS:
				o Black students have shown substantial improvement on the Maryland Functional Reading Test, increasing their passing rate from 66% in 1970 to 90% in 1982. Asians have gone from 95% to 91% passing; Hispanics from 78% to 87% and whites from 91% to 98%.
				o The gap in performance between black and white students on the Maryland Functional Reading Test has decreased considerably from 25% to 8%. The gap in performance between Hispanic and white students has decreased slightly, from 13% to 11%.
Test Results and School Composition (pp.33-34)	1. Are there differences among schools in the gap between black/white achievement?		grades 3,5,8 & 11 (California Achievement Test)	o Although white students outscore black students in most elementary schools the difference, in scores varies considerably between schools. In one school, blacks outscored whites by 14 Normal Curve Equivalent (NCE) points. In another, whites outscored blacks by 31 NCE points. At the secondary level the range is smaller; with one exception whites consistently outscore blacks. In the eleventh grade the differences range from 27 NCEs to 8 NCEs.
	2. Does the gap vary systemically as a function of the percentage of black students in a school?	no		o The pattern of black/white achievement differences does not vary as a function of the percentage of black students in a school.
				LATEST DATA (1980-81):
Selection for Gifted and Talented (pp. 35-38)	1. Are there differences in the proportion of minority and majority students selected for gifted and talented programs?	yes	elementary	o For 1980-81, 28% of the Asians, 24% of the whites, 12% of the Hispanics and 11% of the blacks were selected for participation in a gifted and talented program in the nine study schools.
				HISTORICAL TRENDS:
				o Overall there has been an increase in the percentage of students from all racial groups selected for Gifted and Talented Programs. But racial balance has not improved substantially. In 1979-80, 9% of the whites, 3% of the Hispanics, and 3% of the Blacks were selected for Gifted and Talented Programs.

BEST COPY AVAILABLE

Area	Question(s)	Data on Historical Trends	Grade Levels	Findings
	2. What procedures helped or hindered the identification of minorities?			LATEST DATA (1980-81): o Schools rely heavily on standardized tests in making selection decisions and standardized tests are the criterion on which blacks and Hispanics perform most poorly. When professional decision-making is used (accepting students who did not meet the criteria), Asians are helped the most, followed by whites, blacks, and Hispanics. HISTORICAL TRENDS: o Data from 1979-80 showed a similar reliance on standardized tests.
High School course enrollment (pp. 39-47)	1. Are there differences in number and type of courses taken by minority and majority students?	limited	grades 9-12	o CURRENT STATUS: An analysis of 1982-83 high school course enrollments reveals that academic-nonacademic course course loads are virtually the same for students of different racial/ethnic groups at ninth grade. There are differences in Grades 11 and 12 with Asian students enrolling in the greatest number of academic courses. (average 9.7 for Grade 11), followed by Hispanics (8.6), whites (8.5), and blacks (7.7). Blacks average the highest number of nonacademic courses. o A similar analysis of noncredit courses shows no racial differences in enrollments. o Limited analysis of enrollments in specific academic courses indicates that in the secondary schools blacks and Hispanics are underrepresented in advanced courses and overrepresented in the more basic mathematics courses. o Analyses of data on enrollments in vocational education courses shows that overall the representation of minority students in such courses is proportional to their representation in the population. o When the academic course data are reanalyzed by whether or not the child attended Head Start, a rough proxy for socioeconomic status, there are no differences in mean number of academic course enrollments for blacks and whites in either the Head Start or non Head Start group. The Head Start and, non Head Start groups do differ, however, in their course load with non Head Start students signing up for more classes. Thus, socioeconomic status is a stronger predictor of academic courses taken than race.

E-4

BEST COPY AVAILABLE

Area	Question(s)	Data on Historical Trends	Grade Levels	Findings
				HISTORICAL TRENDS:
				o Representation of minority students in vocational education courses has been generally consistent from 1980-81.
				LATEST DATA (1978-79):
Programs for low achieving students (pp. 48-51)	1. Are minority students equally represented in remedial programs? 2. Are minorities participating in remedial programs proportionate to level of need?	no	all	o At all school levels, black students were more likely to receive remedial instruction than white students, Hispanics were slightly more likely to receive such services than whites. Asian students participation at the lower grade levels was substantially higher than whites but declined sharply at the secondary level. At the secondary level black and Hispanic students were overrepresented in basic skills courses relative to white and Asian students. o When participation rates in remedial reading instruction were compared to an indicator of need (scoring below the fourth stanine on the Iowa Test of Basic Skills), it appeared that black and Hispanic students were underserved. In contrast, Asian students' participation rates exceeded need as measured by test performance. However, substantial numbers of non-English speaking Asian students may have been excluded from testing and placed in remedial programs based on other indicators.
Attitudes toward school and self (pp. 52-54)	1. Are there differences among black, white, Hispanic, and Asian students in the attitudes they hold toward themselves and school?	no	grades 6-8	LATEST DATA (1979-82): o Black, white, and Hispanic males have higher self concept scores on the average than any of the female groups, while Asian males and females have lower scores than any other group. Black males had the highest self concept scores of any of the groups. o On a scale measuring desire to work for grades and expectations for producing good results from working, Asian males and females are significantly higher than any other group. The next highest groups are black males and white males, respectively. The lowest group is Hispanic females. o Black and Hispanic males are particularly low on a scale which measures pupils' orientation toward adult rather than peer norms.

BEST COPY AVAILABLE

Area	Question(s)	Data on Historical Trends	Grade Levels	Findings
				o On a scale measuring orientation toward peers, scores for all groups increase steadily from sixth to eighth grade. Highest scores are obtained by Asian females followed by white females, and white males. o A scale which assesses relationships with teachers and satisfaction with school generally shows steady declines for students from Grades 6 to 8. The one exception is Asian females where scores actually increased. CURRENT STATUS:
Extracurricular Activities (pp. 55-77)	1. Are minorities participating in extracurricular activities in proportion to their numbers in the student population?	yes	all grades	o At the elementary level, minorities are underrepresented in extracurricular activities. At the secondary level, the representation of each minority group approaches its representation in the population. o Analysis of the secondary school data by type of activity shows that black males tend to be overrepresented in athletic activities. However, participation rates vary widely between athletic activities, with Black males being overrepresented in some and underrepresented in others. o Overall, the representation of black students in nonathletic activities is equal to their proportion in the population. HISTORICAL TRENDS: o At the secondary level, minority student participation in both athletic and nonathletic extracurricular activities has increased slightly over a three-year period. CURRENT STATUS:
	2. Are minorities participating in specific activities proportionately?			
Suspensions (pp. 78-97)	1. Are minority students suspended disproportionately?	yes	all grades	o For 1982-83, black students received proportionately more suspensions than any other racial/ethnic group. The percentage of each group suspended was blacks, 8.2%, whites, 3.7%, Hispanics, 3.7%, American Indians, 2.6%, and Asians, 1.0%. o Schools vary considerably in the percentage of of each racial group suspended. o The predominant reasons for suspension are similar for all groups: class cutting, disrespect, physical attack on students, and refusal to cooperate. However, physical attack on students is cited as the reason for nearly 30% of the suspension received by blacks and Asian students.

BEST COPY AVAILABLE

Area	Question(s)	Data on Historical Trends	Grade Levels	Findings
				HISTORICAL TRENDS: The proportion of blacks, whites, and Hispanics suspended has increased steadily since 1977-78. The percentages suspended for these three groups in 1977-78 were 6.8%, 2.8% and 2.6%. o Some schools have consistently shown disproportionate suspension rates for black students. In others the differences are much smaller and the suspension rates have been nearly equivalent. o Class cutting, disrespect, physical attack on students and refusal to cooperate have consistently been the most prevalent reasons for suspension.
In-school Suspensions (pp. 98)	1. Are minority students as likely as majority students to be given in-school suspension?	no	grades 7-12	LATEST DATA (1980-81): In a pilot study of in-school suspensions, minority students were significantly less likely to be assigned to in-school suspension (61% of the minority students suspended compared to 74% of the majority students). This difference could not be explained by severity of the offense or recidivism rates.
Dropouts (pp. 99-100)	1. Is there a difference between minority and majority students in dropout rates?	yes	all grades	CURRENT STATUS: o Black students are very slightly overrepresented among dropouts, relative to their representation in the MCPS population (16.4% vs. 13.7%). Hispanic students are considerably overrepresented (10.0% vs. 4.8%). White and Asian students are slightly underrepresented (4.7% vs. 8.0% and 68.9% vs. 73.4%, respectively.)
	2. Has the difference in dropouts for minority students changed over time?	yes	all grades	HISTORICAL TRENDS: o Between 1980-81 and 1982-83 there has been little change in the percentage of dropouts who are black. (16.6% to 16.4%) In contrast, there has been a sharp increase in the percentage of dropouts who are Hispanic (4.8% to 10.0%). Asian dropout rates have increased slightly (1.9% to 4.7%). White dropout rates have decreased (77.3% to 68.9%).

BEST COPY AVAILABLE

Area	Question(s)	Data on Historical Trends	Grade Levels	Findings
				LATEST DATA (Class of 1981):
Follow-up Study of High School Graduates (pp. 101-111)	1. How do minority students compare to majority students in attending postsecondary schools?	limited	one year after Grade 12	o The percentages of each respondent group attending school one year after high school graduation were as follows: Asians, 93%; whites, 88%; Hispanics, 85%; and blacks, 77%. Black males had the lowest rate with 73%; Asian females had the highest with 95%.
	2. How do minority students compare to majority students in their ratings of courses?			o The largest difference in course ratings among respondents classified by racial/ethnic group was found for mathematics with Asian males giving the highest ratings and Hispanic males giving the lowest. The lowest overall academic course ratings were given by Hispanic males. Vocational courses were rated most highly by white females, Hispanic females, and black males and females. They were given lower ratings by Hispanic males.
	3. Are their racial/ethnic differences in skill preparedness?			o For respondents, black, Hispanic and white males felt most poorly prepared in study skills.
	4. Are their racial/ethnic difference in whether or not graduates would change anything about their high school program?			o For respondents, 50% of the black and Asian student, 38% of the whites and 40% of the Hispanics indicated they would change something in their high school program.
	5. Are their racial/ethnic differences in perceptions of counselors?			o While there were no significant differences by race in ratings of counselors, black males were highest in indicating they had enough time with the counselors and that counselors understood their problems. Black students, Hispanic females, and Asian males gave the highest ratings to overall helpfulness of school staff.
				HISTORICAL TRENDS:
				o Data on postsecondary school attendance for the class of 1980 showed that 92% of the Asians, 79% of the whites, 78% of the Hispanics and 71% of the blacks went on to school.

BEST COPY AVAILABLE

Table of Contents

		Page
Section 1	Enrollment	1
Section 2	Staff Composition	6
Section 3	MCPS Test Results by Racial/Ethnic Groups 1977-78	10
Section 4	The Relationship Between Minority Group Composition of the School and the Black-White Pupil Achievement Score Gap	33
Section 5	Enrollment in Gifted and Talented Programs	35
Section 6	Race Differences in High School Course Enrollments	39
Section 7	Programs for Low-Achieving Students	48
Section 8	Differences in School and Self Attitudes	52
Section 9	Participation in Extracurricular Activities	55
Section 10	Student Suspension Data	78
Section 11	In-school Suspension	98
Section 12	Dropouts	99
Section 13	Graduate Follow-up Study	101

List of Exhibits

		Page
Exhibit 1.1	Race/Ethnic Membership of Pupils as of September 30 Each Year	2
Exhibit 1.2	Percent of Enrollment of Asian, Black, and Hispanic Students in Montgomery County Public Schools	3
Exhibit 1.3	Percentage of White Students in Montgomery County Public Schools	4
Exhibit 2.1	Percentage of Minority Students and Minority Professional and Supportive Services Staff in Schools for 1977-78 through 1982-83 School Years	7
Exhibit 2.2	Percentages of Minority Students and School Staffs by School Level for the School Years 1977-78 Through 19982-83	8
Exhibit 3.1a	Trends from 1977 to 1980 on ITBS Composite for Asian Students	12
Exhibit 3.1b	Trends from 1977 to 1980 on ITBS Composite for Black Students	13
Exhibit 3.1c	Trends from 1977 to 1980 on ITBS Composite for Hispanic Students	14
Exhibit 3.1d	Trends from 1977 to 1980 on ITBS Composite for White Students	15
Exhibit 3.2a	Historical Trends for the California Achievement Tests, Total Battery, 1980-1982, Asian Students	16
Exhibit 3.2b	Historical Trends for the California Achievement Tests, Total Battery, 1980-1982, Black Students	17
Exhibit 3.2c	Historical Trends for the California Achievement Tests, Total Battery, 1980-1982, Hispanic Students	18
Exhibit 3.2d	Historical Trends for the California Achievement Tests, Total Battery, 1980-1982, White Students	19
Exhibit 3.3	Cognitive Abilities Test Results by Racial/Ethnic Groups for 1977 to 1980, Grades 5, 7, and 9	20
Exhibit 3.4	Cognitive Abilities Test Results by Racial/Ethnic Groups for 1977 to 1983, Grade 3	21
Exhibit 3.5	California Achievement Tests Comparison of Black, Hispanic, and "Other Students" With National Norm Group, Fall 1982	23
Exhibit 3.6	Longitudinal Results on the California Achievement Tests for Students Tested in Grade 3 (1980) and Grade 5 (1982) by Race	24
Exhibit 3.7	Percentage of Grade 9 Students Passing the Maryland Functional Reading Test, 1977 to 1982	25
Exhibit 3.8	Percentage of Grade 9 Students Passing the Maryland Functional Math Test, Fall 1982, By Race	26
Exhibit 3.9	Number and Percentage of Students Passing the MFMT - Fall 1982, By Race Within School	28

List of Exhibits (continued)

		Page
Exhibit 3.10	Number and Percentage of Students Who Passed the MFMT - Fall 1982, By CAT (Grade 8 Fall 1981) Stanine Groups, By Race Within School	29
Exhibit 5.1	A Comparison of Students Screened and Selected: 1980-81 and 1979-80	36
Exhibit 5.2	Percentage of Students by Race Selected for Programs: 1980-81 vs. 1979-80	37
Exhibit 6.1	Percentage of Each Racial Group Participating in Vocational Education Courses	41
Exhibit 6.2	MCPS Mathematics Enrollment Totals	42
Exhibit 7.1	Participation of Students in Remedial Reading Programs by Race: All School Levels (n=91) 1978-79	49
Exhibit 7.2	Summary of Student Participation in 1978-79 in Basic Skills Courses in the Seven Major Subject Areas in Junior and Senior High Schools Participating in the Minority/Majority Experience Study	51
Exhibit 8.1	Race and Sex Differences on Attitudes Toward School, Self, and Peers	53
Exhibit 9.1	Percentage of Each Race and Sex Group Participation in Extracurricular Activities During the 1981-82 & 1982-83 School Years	56
Exhibit 9.2	Percentage of Participants by Race and Sex for Extracurricular Activities During the 1981-82 School Years	57
Exhibit 9.3	Participation in Extracurricular Activities in MCPS Elementary Schools During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years	59
Exhibit 9.4	Participation in Athletic Extracurricular Activities in MCPS Secondary Schools During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years	61
Exhibit 9.5	Participation in Intramural/Miscellaneous Sports Activities in MCPS Secondary Schools During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years	67
Exhibit 9.6	Participation in Student Government/Honor Societies Activities in MCPS Secondary Schools During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years	68
Exhibit 9.7	Participation in Math/Science Clubs in MCPS Secondary Schools During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years	69
Exhibit 9.8	Participation in Literary Clubs in MCPS Secondary Schools During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years	70
Exhibit 9.9	Participation in Language Clubs in MCPS Secondary Schools During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years	71

List of Exhibits (continued)

		Page
Exhibit 9.10	Participation in Intellectual Pursuits in MCPS Secondary Schools During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years	72
Exhibit 9.11	Participation in Arts and Crafts Activities in MCPS Secondary Schools During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years	73
Exhibit 9.12	Participation in Nature and Environment Activities in MCPS Secondary Schools During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years	74
Exhibit 9.13	Participation in Vocational Activities in MCPS Secondary Schools During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years	75
Exhibit 9.14	Participation in Entertainment/Music Activities in MCPS Secondary Schools During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years	76
Exhibit 10.1	Number of Students Suspended at Least Once (unduplicated count) (All Grades)	79
Exhibit 10.2	Percent of Each Racial Ethnic Group Suspended	80
Exhibit 10.3	Number of Pupils Suspended by Race by School 1979-80, 1980-81, 1981-82, 1982-83 School Years	81
Exhibit 10.4	Percentage of Suspensions (duplicated count) By Reason Code	93
Exhibit 12.1	Summary of Student Dropouts by Race, 1981-83	100
Exhibit 13.1	Percentage of Sample Students by Sex and Race Attending Post-Secondary School in 1981-82	102
Exhibit 13.2a	Percentage of Students Rating Academic Courses as "Good" and "Very Good" by Race and Sex	104
Exhibit 13.2b	Average Rating of Academic Courses by Race and Sex	104
Exhibit 13.3	Average Rating of Vocational Courses by Sex and Race	105
Exhibit 13.4	Percentage of Students by Race and Sex Enrolling in "Other Elective" Courses	106
Exhibit 13.5	Average Ratings of "Other Elective Courses"	107
Exhibit 13.6	Average Skill Preparedness by Sex and Race	108
Exhibit 13.7	Ratings of Counselors	109
Exhibit 13.8	Average Rating of Helpfulness of Staff by Sex and Race	110

775b.doc.10ET

Section 1

ENROLLMENT

BACKGROUND

In May, 1954, the School Integration Ruling by the Supreme Court was established. Up until that time, there had been segregated "white" and "colored" schools. Montgomery County Public Schools set up a committee of interested black and white citizens for the purpose of advising and conferring with the Board of Education and administrators on matters of policy for the implementation of the Supreme Court ruling.

Between 1954 and 1967, data on only black and white races were reported. From 1968 through 1975, the following racial designations were used:

American Indian
Negro
Oriental
Spanish Surnamed American
Other (Caucasian)

In 1975, the Office for Civil Rights changed the basic race/ethnic definitions and categories that had been in use. The new designations were:

American Indian/Alaskan Native
Black, Not of Hispanic Origin
Asian/Pacific Islander
Hispanic
White, Not of Hispanic Origin

As a result of this change, school systems throughout the country began reporting race/ethnic background data to the Office for Civil Rights under these new definitions. In April, 1976, Montgomery County Public Schools chose to survey their students by having them complete a Pupil Race Verification Survey. This change caused shifts in numbers with respect to minority group membership of black, white and hispanic students.

FINDINGS

According to the 1980 census, 8.8 percent of the population in Montgomery County is black, 3.9 percent Hispanic, and 3.9 percent Asian. Ten years ago, fewer than 22,000 (4.2 percent) blacks lived in Montgomery County, less than one-half of today's black population (50,756).

In the Montgomery County Public Schools, blacks comprise 13.7 percent of the enrollment, Hispanics 4.8 percent, and Asians 8.0 (see Exhibit 1.1). Between the years FY69 and FY84, the black population in Montgomery County Public Schools has grown 9.7 percent. During the same years, the Hispanic growth has been 3.4 percent and the Asian 7 percent. White student population during the same years has dropped 20.2 percent. (See Exhibits 1.2 and 1.3.)

EXHIBIT 1.1

RACE/ETHNIC MEMBERSHIP OF PUPILS
AS OF SEPTEMBER 30 EACH YEAR

School Year	American Indian No.	%	Asian No.	%	Black No.	%	White No.	%	Hispanic No.	%	TOTAL
1968-69	75	0.06	1208	1.0	4872	4.0	113570	93.6	1673	1.4	121,398
1969-70	123	0.1	1401	1.1	5716	4.6	115899	92.7	1832	1.5	124,971
1970-71	131	0.1	1476	1.2	6454	5.1	115179	91.9	2104	1.7	125,344
1971-72	113	0.09	1640	1.3	7292	5.8	114687	90.9	2475	1.9	126,207
1972-73	194	0.2	1904	1.5	8013	6.3	114113	89.9	2688	2.1	126,912
1973-74	77	0.1	1849	1.5	9264	7.3	112990	89.5	1996	1.6	126,176
1974-75	113	0.1	1929	1.6	9928	8.0	110299	88.7	2050	1.6	124,319
* 1975-76	122	0.1	2438	2.0	10578	8.7	106900	87.4	2234	1.8	122,272
1976-77	822	0.7	3758	3.2	11012	9.4	98370	83.6	3668	3.1	117,630
1977-78	545	0.5	4084	3.6	11201	9.9	93278	82.8	3517	3.1	112,625
1978-79	334	0.3	4360	4.1	11192	10.4	88058	82.0	3486	3.2	107,430
1979-80	209	0.2	4774	4.7	11648	11.4	82446	80.4	3442	3.4	102,519
1980-81	187	0.2	5598	5.7	11912	12.1	77386	78.3	3760	3.8	98,843
1981-82	161	0.2	6291	6.6	12175	12.7	72838	76.2	4122	4.3	95,587
1982-83	156	0.2	6791	7.3	12345	13.3	68994	74.6	4231	4.6	92,517
** 1983-84	158	0.2	7234	8.0	12437	13.7	66611	73.4	4352	4.8	90,792

* The Office for Civil Rights changed the basic race/ethnic definitions and categories. MCPS did a pupil race verification survey and this caused shifts in numbers in Black, White and Hispanic students. The increase in the American Indian group seemed to be caused by students and parents dissatisied with the collection of data.

** As of September 1, 1983

EXHIBIT 1.2

PERCENT OF ENROLLMENT OF ASIAN, BLACK AND HISPANIC STUDENTS
IN MONTGOMERY COUNTY PUBLIC SCHOOLS

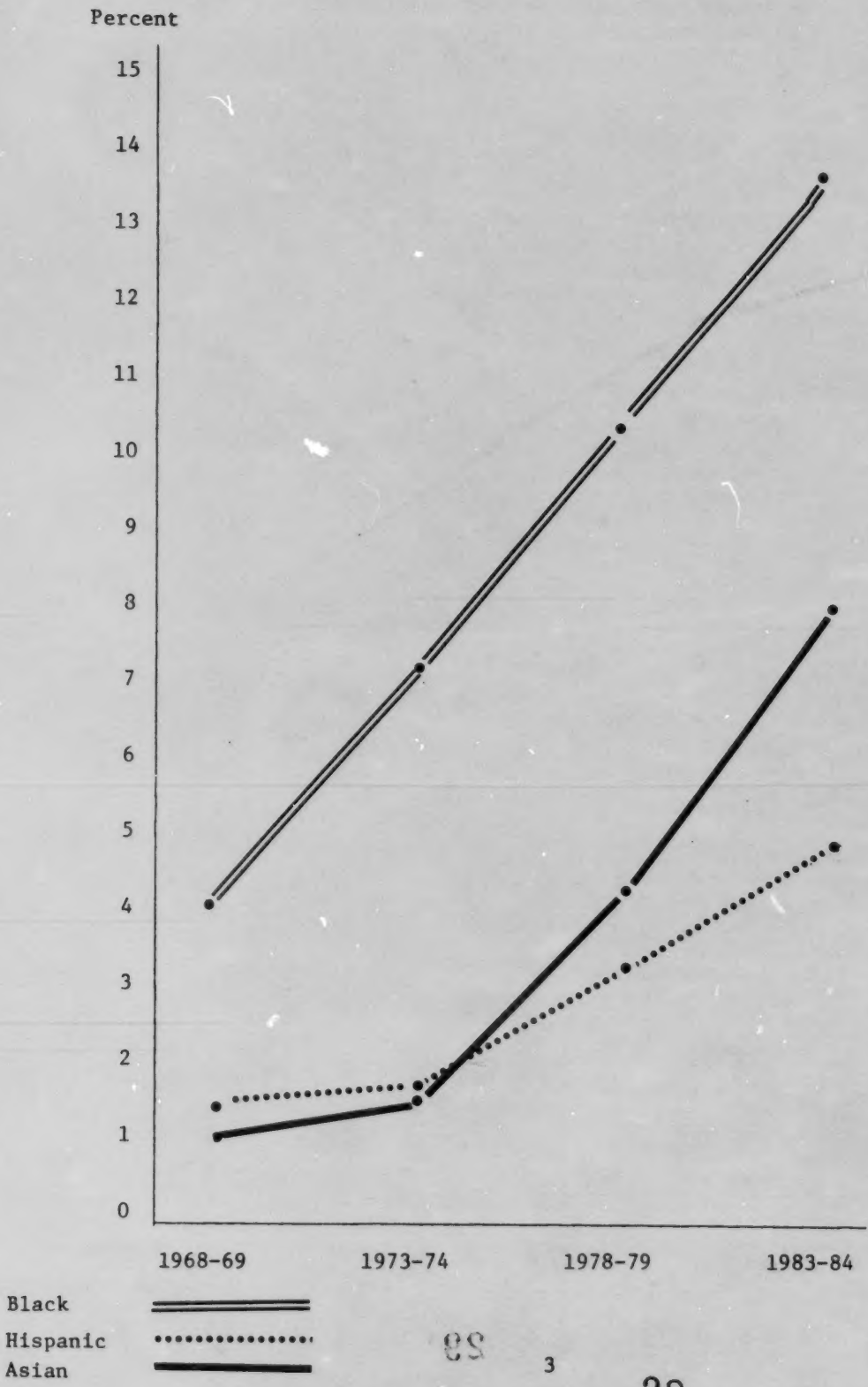
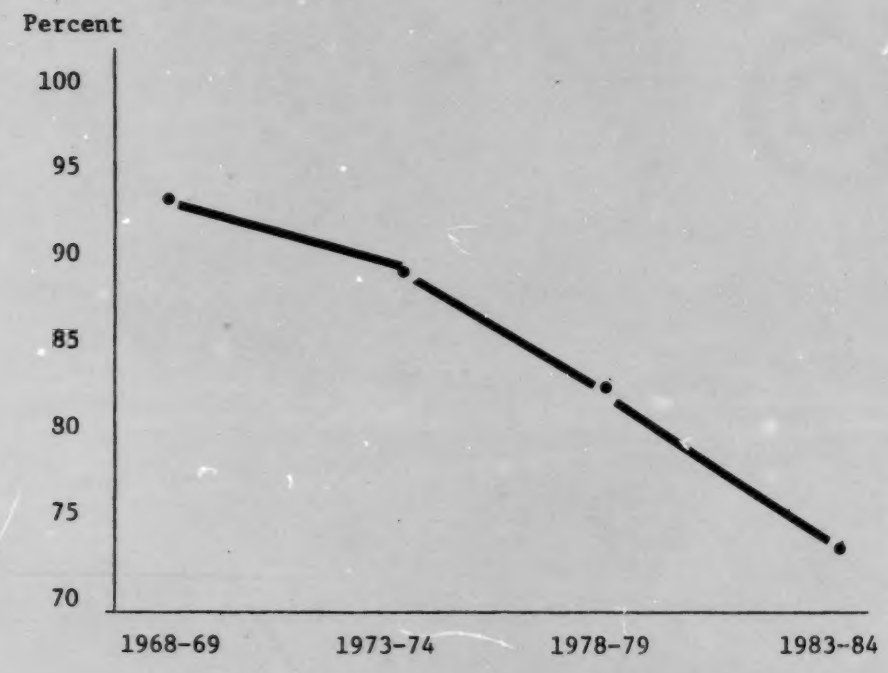


EXHIBIT 1.3

PERCENT OF ENROLLMENT OF WHITE STUDENTS
IN MONTGOMERY COUNTY PUBLIC SCHOOLS



From FY69 through FY73, Montgomery County Public Schools' student population grew reaching its highest enrollment of 126,912. Since FY74, the population has been steadily decreasing; dropping at an average of 3,300 students per year. In FY84, our projected enrollment will be 28.5 percent lower than the peak year of FY73.

The percentage of minorities varies somewhat by school level. Twenty-nine percent of the elementary school students are minorities compared with 25 percent of the secondary school students. In 1979-80, a similar pattern was found. At the elementary level, 21.5 percent of the student population was minority compared to 16.6 percent at the secondary level.

Overall, most schools have experienced a shift toward a larger minority enrollment. In 1983-84, there are only 11 schools with less than 10 percent minority enrollment and three schools with minority enrollments of 80 percent or more. In 1979-80, there were 18 schools with minority enrollments of less than 10 percent, and only one school with a minority enrollment of over 70 percent.

Source: Minority Group Membership of Pupils as of September 30, Montgomery Journal Community Guide, June 16, 1983
Brief Socio-Economic Facts About Montgomery County Maryland, Montgomery County Government, Office of Economic Development

Analyzed by Connie Mitchell

Section 2

STAFF COMPOSITION

BACKGROUND

The Statistical Profiles is an annual publication of the Montgomery County Public Schools prepared by the Department of Educational Accountability. The Statistical Profiles 1982-83, January 23, 1983, was the fifth annual issue. The Profiles were preceded by the Digest of Educational Statistics 1977-78, prepared by the then Department of Quality Assurance.

The Profiles report general information and statistical data about schools, their staffs and students, as well as staff data concerning MCPS administrative offices.

Of particular interest are data provided on: a) the number and percentage of students by race, and b) the number and percentage of majority and minority professional and supportive services staff.[1] This information is available for each school and alternative center as well as for each school level, administrative area, and the county as a whole for school years 1977-78 through 1982-83. Supportive staff data are not available for 1977-78 and 1978-79 school years.

FINDINGS

The minority student population has grown steadily from 17.2 percent in the 1977-78 school year to 25.4 percent in 1982-83 (see Section 1). During that period, the percentage of minority professional staff, although showing some small growth in the earlier years (from 10.8 to 11.6), appears to have leveled off. The percentage of minority professional staff is considerably below that of the percentage of minority students, and the gap is widening. During the same period, the percentage of minority supportive services staff has been higher than that of the students, and has remained fairly constant at about 31.5 percent. Exhibit 2.1 shows the percentages of minority students and staffs for the six-year period.

DISCREPANCIES BETWEEN PERCENTAGES OF MINORITY STUDENTS AND SCHOOL STAFFS VARY BY SCHOOL LEVEL

Elementary schools have the highest percentages of minority students (28.2 percent in 1982-83) in their school population of any school level. The lowest percentage of minority students in a school level population (17.2 in 1982-83) occurs in the middle schools. Except for the middle schools, the gap between the percentages of minority students and minority staffs is growing at each school level. Exhibit 2.2 shows the percentages of minority students and staffs by school level.

---

1. Data are not available by individual racial group. Only minority or majority status is noted.

EXHIBIT 2.1

Percentages of Minority Students and Minority Professional and Supportive Services Staff in Schools for 1977-78 through 1982-83 School Years

Schools and Centers	School Year 1977-78	78-79	79-80	80-81	81-82	82-83
			Percentage			
Students						
All minority	17.2	18.0	19.6	21.7	23.8	25.4
Black	9.9	10.4	11.4	12.1	12.7	13.3
Hispanic	3.1	3.2	3.4	3.8	4.3	4.6
Staff						
Professional						
Minority	10.8	11.0	11.6	11.5	11.7	11.6
Supp. Services						
Minority	-	-	31.4	31.4	31.9	31.6

The percentages of minority supportive services staff greatly exceed the percentage of minority students for middle, junior high/intermediate, and senior high schools. For elementary schools, the discrepancy between the percentages of the two minority groups have steadily declined and now are approximately equal. Little differences between the percentages of minority students and supportive services staff exist for the alternative centers.

MINORITY GROUP MEMBERS ARE NOT REPRESENTED ON ALL SCHOOL PROFESSIONAL STAFFS

All senior high and junior high/intermediate schools have had minority group members on staff for each of the six years of Profiles data. Only in 1977-78 did one middle school staff lack minority representation. However, it was not until the 1982-83 school year that all alternative centers had minority group members on their professional staffs. Two to four different elementary schools had, in each of the six years, no minority group members on their professional staffs.

Source: Statistical Profiles, 1979-80 to 1982-83
Digest of Educational Statistics, 1977-78

Analyzed by Stephen Checkon

EXHIBIT 2.2

Percentages of Minority Students and School Staffs by School Level
For the School Years 1977-78 through 1982-83

Schools and Centers	School Year 1977-78	78-79	79-80	80-81	81-82	82-83
			Percentage			
Elementary						
Students						
All minority	18.8	20.1	21.6	24.0	26.5	28.2
Black	10.8	11.5	12.3	12.9	13.7	14.2
Hispanic	3.3	3.5	3.6	4.1	4.8	5.2
Staff						
Professional						
Minority	12.2	12.3	12.5	12.4	12.8	12.3
Supp. Services						
Minority	-	-	28.0	28.0	29.0	28.8
Middle						
Students						
All minority	16.6	18.0	17.3	16.9	18.0	17.2
Black	11.4	10.7	10.8	9.8	10.4	10.7
Hispanic	2.2	2.6	2.5	2.8	2.8	2.1
Staff						
Professional						
Minority	22.1	14.5	13.5	12.0	13.3	14.7
Supp. Services						
Minority	-	-	32.7	33.6	36.3	36.0
Junior/Intermediate						
Students						
All minority	16.9	17.4	19.9	22.0	23.6	25.2
Black	9.6	10.1	11.4	12.6	13.1	13.8
Hispanic	3.2	3.3	3.6	3.8	4.0	4.0
Staff						
Professional						
Minority	10.4	11.1	11.2	11.4	11.3	12.0
Supp. Services						
Minority	-	-	38.3	38.7	38.0	36.8

EXHIBIT 2.2 (Continued)

Percentages of Minority Students and School Staffs by School Level for the School Years 1977-78 through 1982-83

Schools and Centers	School Year 1977-78	78-79	79-80	80-81	81-82	82-83
	Percentage					
Senior						
Students						
All minority	14.6	15.1	16.6	18.7	20.7	22.5
Black	8.4	8.6	9.8	10.5	11.2	11.7
Hispanic	2.9	3.0	3.1	3.5	4.0	4.4
Staff						
Professional						
Minority	8.8	8.8	10.1	10.2	10.6	10.2
Supp. Services						
Minority	-	-	34.8	34.1	34.3	34.1
Alternative Centers						
Students						
All minority	16.6	19.0	22.6	23.5	26.0	26.5
Black	12.8	14.4	17.9	18.7	20.4	21.3
Hispanic	1.9	2.5	2.7	2.9	3.2	3.1
Staff						
Professional						
Minority	8.8	7.6	9.4	10.4	7.7	10.5
Supp. Services	-	-	19.6	24.6	24.7	25.0

Section 3

MCPS TEST RESULTS BY RACIAL/ETHNIC GROUPS, 1977-82

BACKGROUND

MCPS began reporting test data by racial/ethnic groups in 1977. This move was in response to a request from a citizen's group that was interested in monitoring the achievement of minority students.

Types of Data

Test results from the following tests have been analyzed by race.

Cognitive Abilities Test (COGAT) in Grade 3 from 1977 to 1983 and in Grades 5, 7, and 9 from 1977 to 1980
Iowa Tests of Basic Skills (ITBS) in Grades 3, 5, 7, and 9 from 1977 to 1980
Tests of Academic Progress (TAP) in Grade 11 from 1977 to 1980
California Achievement Tests (CAT) in Grades 3, 5, 8 and 11 from 1980 to 1982
Maryland Functional Reading Test (MFRT) in Grades 7 and 9 from 1977 to 1982
Maryland Functional Mathematics Test (MFMT) in Grades 7 and 9 in 1982

The ITBS and COGAT were administered in the spring. All others were given in the fall.

SUMMARY OF FINDINGS

The following statements highlight the major findings from the review of MCPS test results by race.

- Asian and white students in MCPS scored substantially higher on nationally standardized tests than did MCPS Hispanic and black students.
- The difference in performance between white and black students in each grade declined slightly on the ITBS and COGAT and has remained almost constant on the CAT.
- The difference in performance between white and Hispanic students in each grade increased slightly on the COGAT, ITBS, and CAT. The one exception to this was the COGAT in Grade 9.
- MCPS black and Hispanic students scored substantially higher than black and Hispanic students nationally on the California Achievement Tests.
- Minority students who attended MCPS from Grade 3 (1980) to Grade 5 (1982) progressed at least as well, when measured by the CAT, as white students who were in MCPS for those two grades.

- Whites have performed the best on the Maryland Functional Reading Test with a 98 percent passing rate in 1982.

- Blacks have shown substantial improvement on the Maryland Functional Reading Test by increasing their passing rate from 66 percent in 1977 to 90 percent in 1982. This has reduced the gap in performance between black and white students from 25 to 8 percent.

- There were large differences in performance by race on the Maryland Functional Mathematics Test. The passing rates were 77 percent for Asians, 70 percent for whites, 42 percent for Hispanics, and 34 percent for blacks.

DETAILED RESULTS

Relative Scores on Nationally Standardized Tests

The relative score patterns across races on the nationally standardized achievement tests used in MCPS have been the same for the seven years studied. On the total test score on the ITBS, TAP, and CAT, Asian students have consistently outscored white students by small amounts. Only once, Grade 7 in 1977, did the difference reach the meaningful level of eight NCE points. There is no total test score on the COGAT. Generally Asians have scored higher than whites on the Quantitative and Nonverbal sections but slightly lower on the Verbal section.

Hispanic and black students scored substantially lower than the first two groups in all years studied with the blacks having the lowest scores. Only on the 1982 Grade 3 COGAT Verbal section did black students outscore Hispanics. The standardized test data by race is presented in Exhibits 3.1 through 3.4.

The differences between the white and black students and white and Hispanic students changed slightly in the years studied. The white/black differences declined on the ITBS with the largest change between 1977 and 1980 being 4 NCE points in Grade 7. A similar pattern was found on the COGAT where the largest change in the gap was 5 NCE points in Grade 7 between 1977 and 1980. On the CAT, the differences have been almost the same for three years with the largest change being a 2 point decline in Grade 11.

The white/Hispanic differences increased in the lower grades on the ITBS and remained almost constant in the upper grades. The only place these differences decreased on the COGAT was in Grade 9. They increased in all other grades. The white/Hispanic differences have increased in all grades on the CAT.

The results discussed above varied slightly across major subject areas. Only in Math have Asian students consistently scored highest. In Reading and Language Skills white students have often scored higher. Hispanic and black students ranked the same in all subject areas.

While MCPS Hispanics and blacks score well below MCPS Asians and whites, their average scores are well above the average for Hispanics and blacks

EXHIBIT 3.1a

Trends from 1977 to 1980 on ITBS Composite for Asian Students

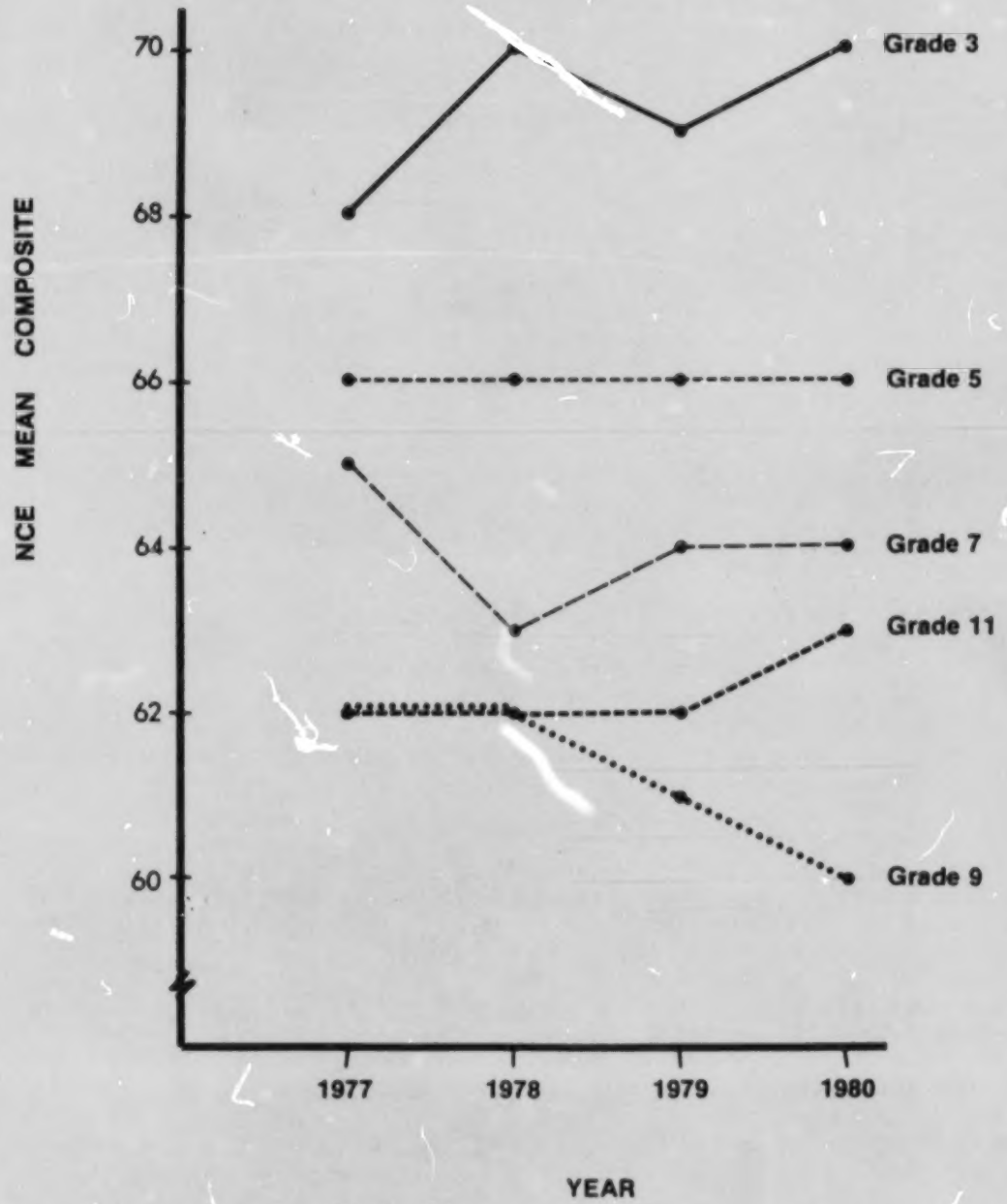


EXHIBIT 3.1b

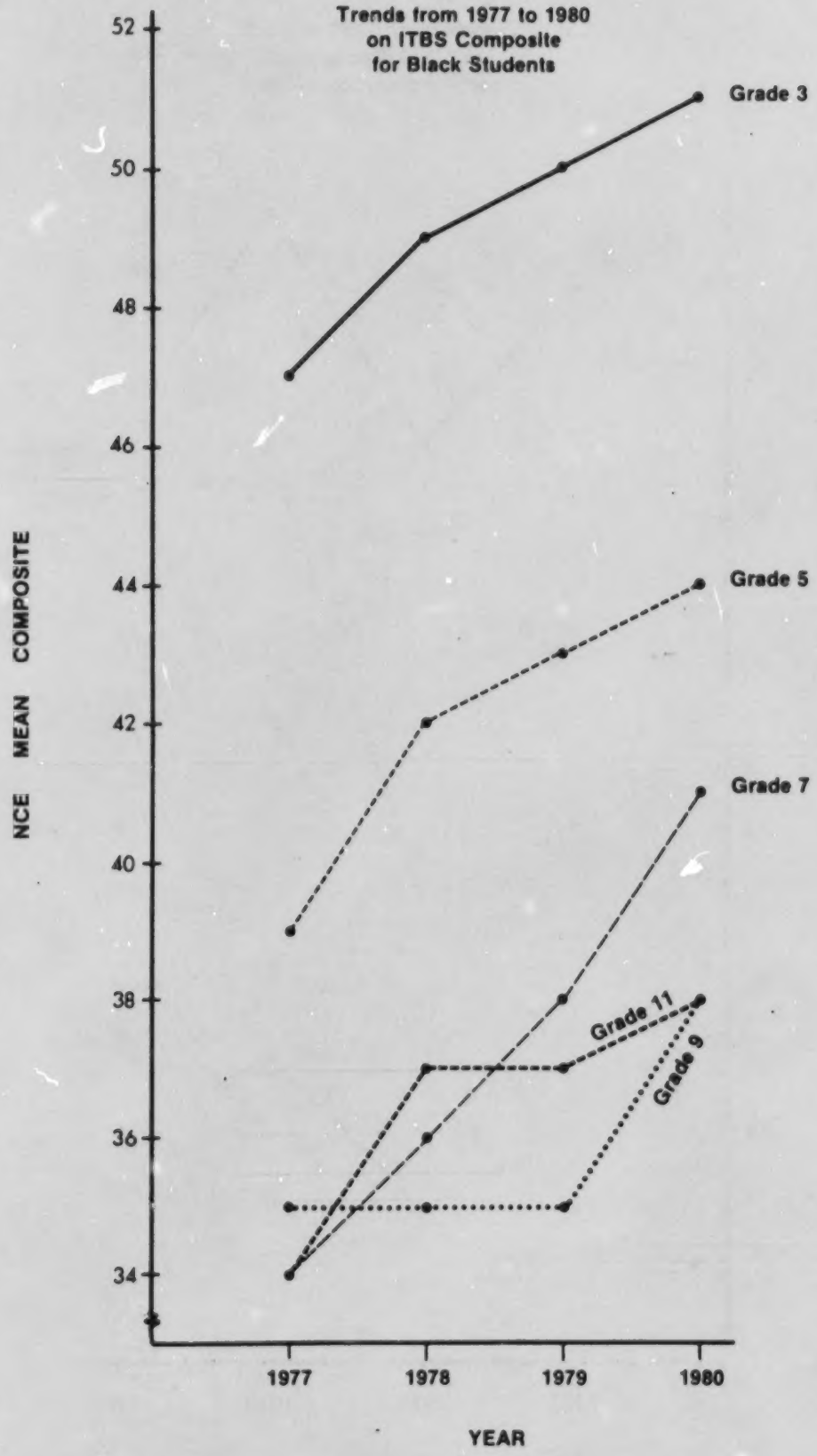

Trends from 1977 to 1980
on ITBS Composite
for Black Students
NCE MEAN COMPOSITE
52
50
48
46
44
42
40
38
36
34
1977
1978
1979
1980
YEAR
Grade 3
Grade 5
Grade 7
Grade 11
Grade 9

EXHIBIT 3.1c

Trends from 1977 to 1980 on ITBS Composite for Hispanic Students

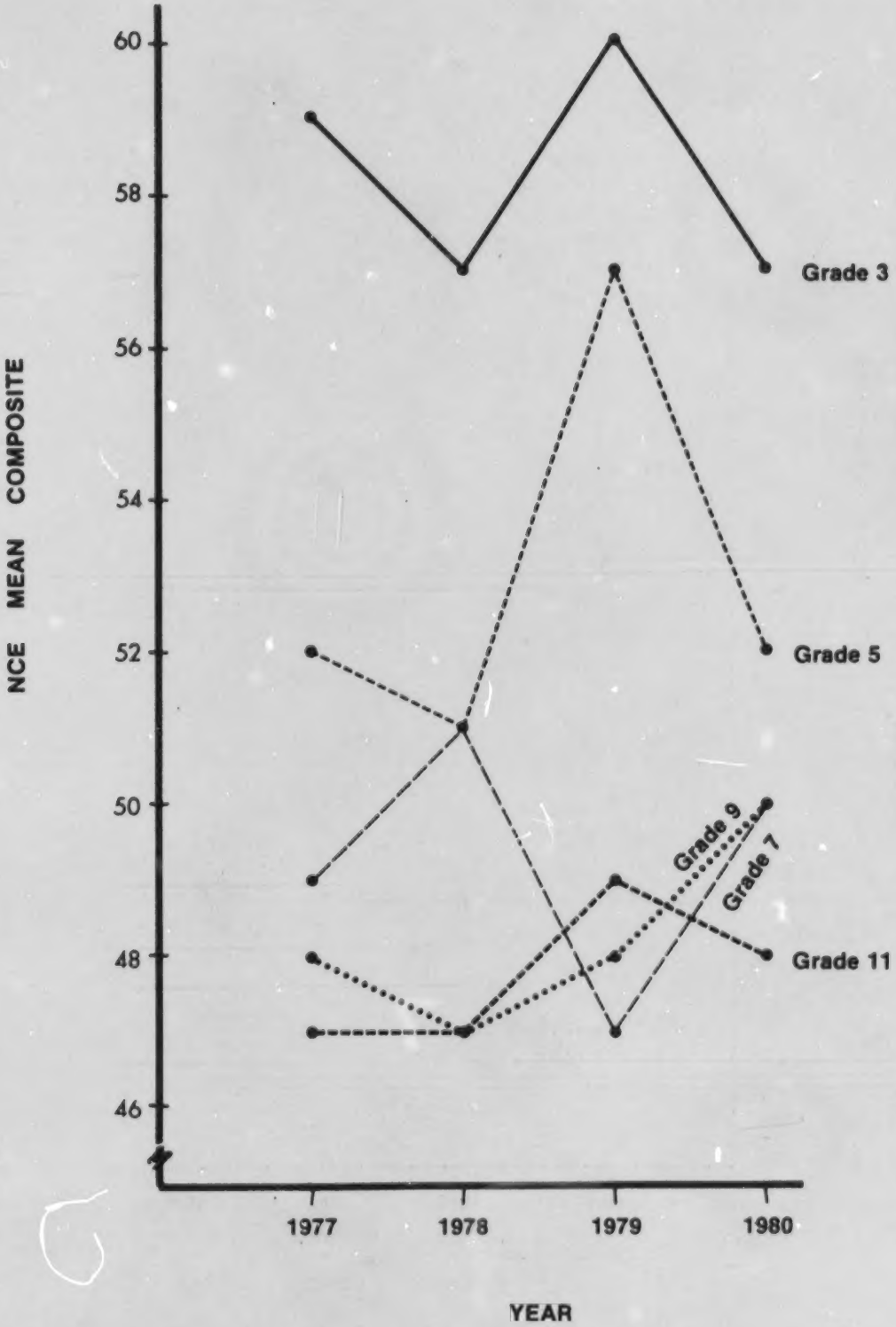


EXHIBIT 3.1d

Trends from 1977 to 1980 on ITBS Composite for White Students

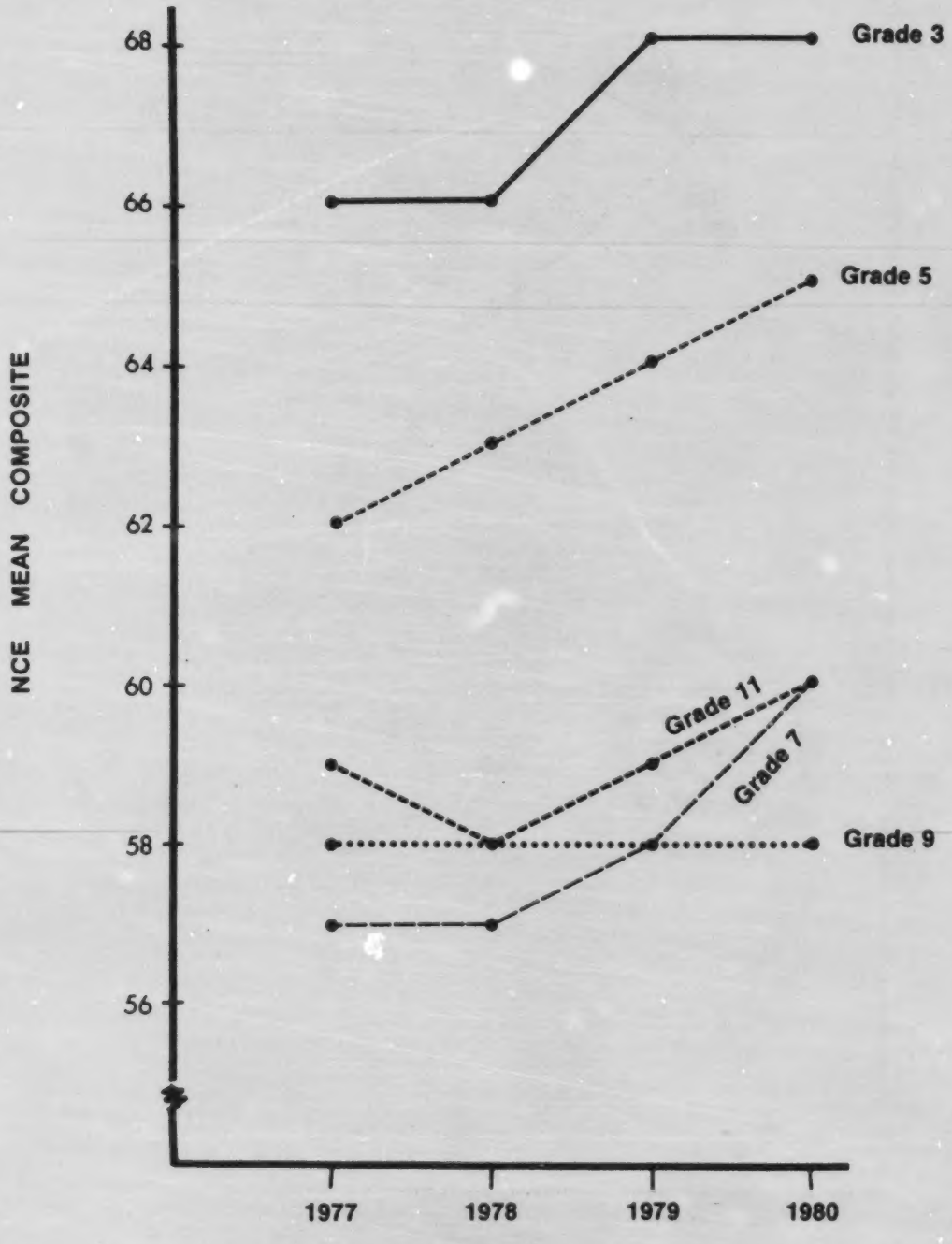


EXHIBIT 3.2a

HISTORICAL TRENDS FOR THE CALIFORNIA ACHIEVEMENT TESTS TOTAL BATTERY, 1980-1982, ASIAN STUDENTS

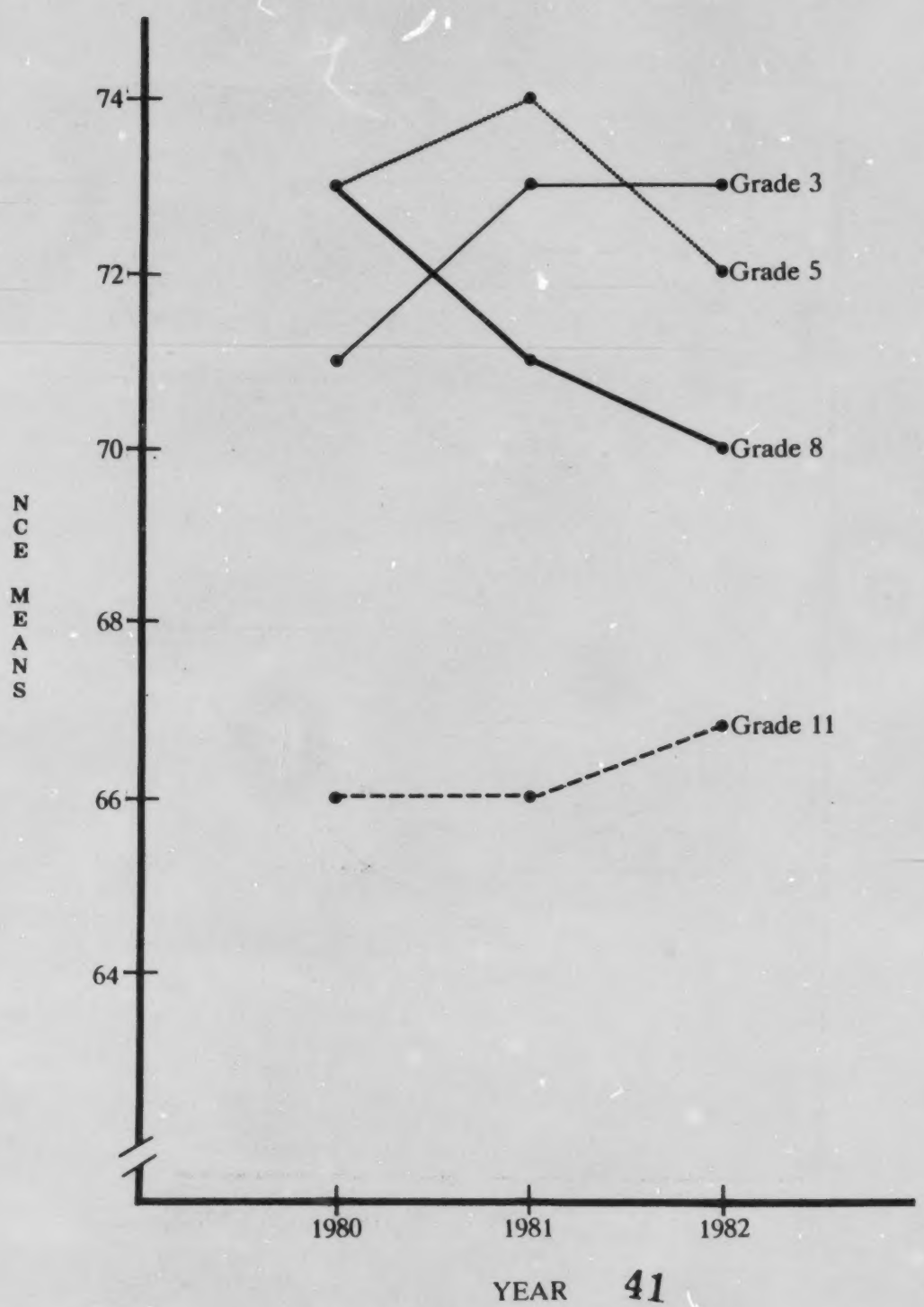


EXHIBIT 3.2b

HISTORICAL TRENDS FOR THE CALIFORNIA ACHIEVEMENT TESTS TOTAL BATTERY, 1980-1982, BLACK STUDENTS

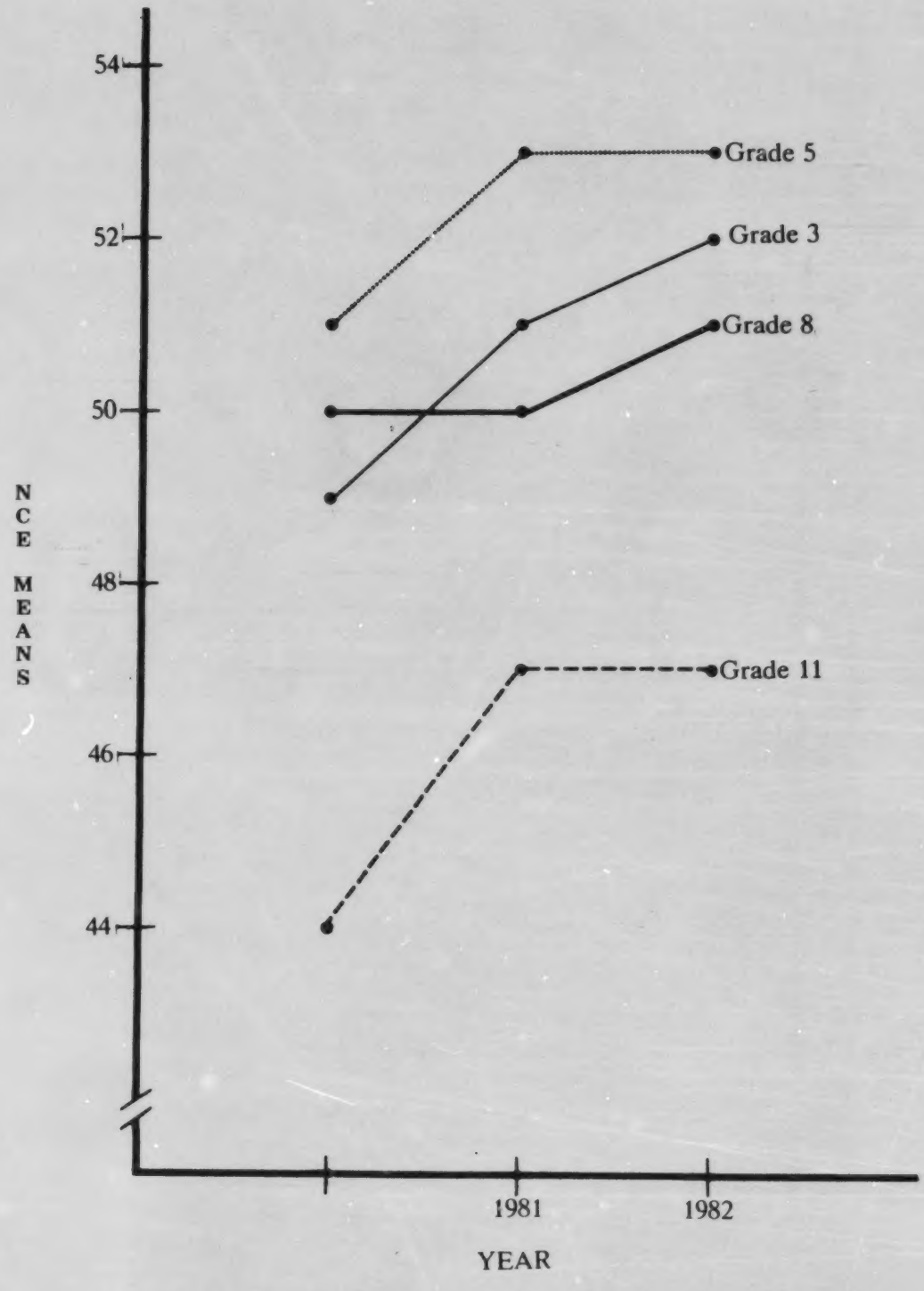


EXHIBIT 3.2c

HISTORICAL TRENDS FOR THE CALIFORNIA ACHIEVEMENT TESTS TOTAL BATTERY, 1980-1982, HISPANIC STUDENTS

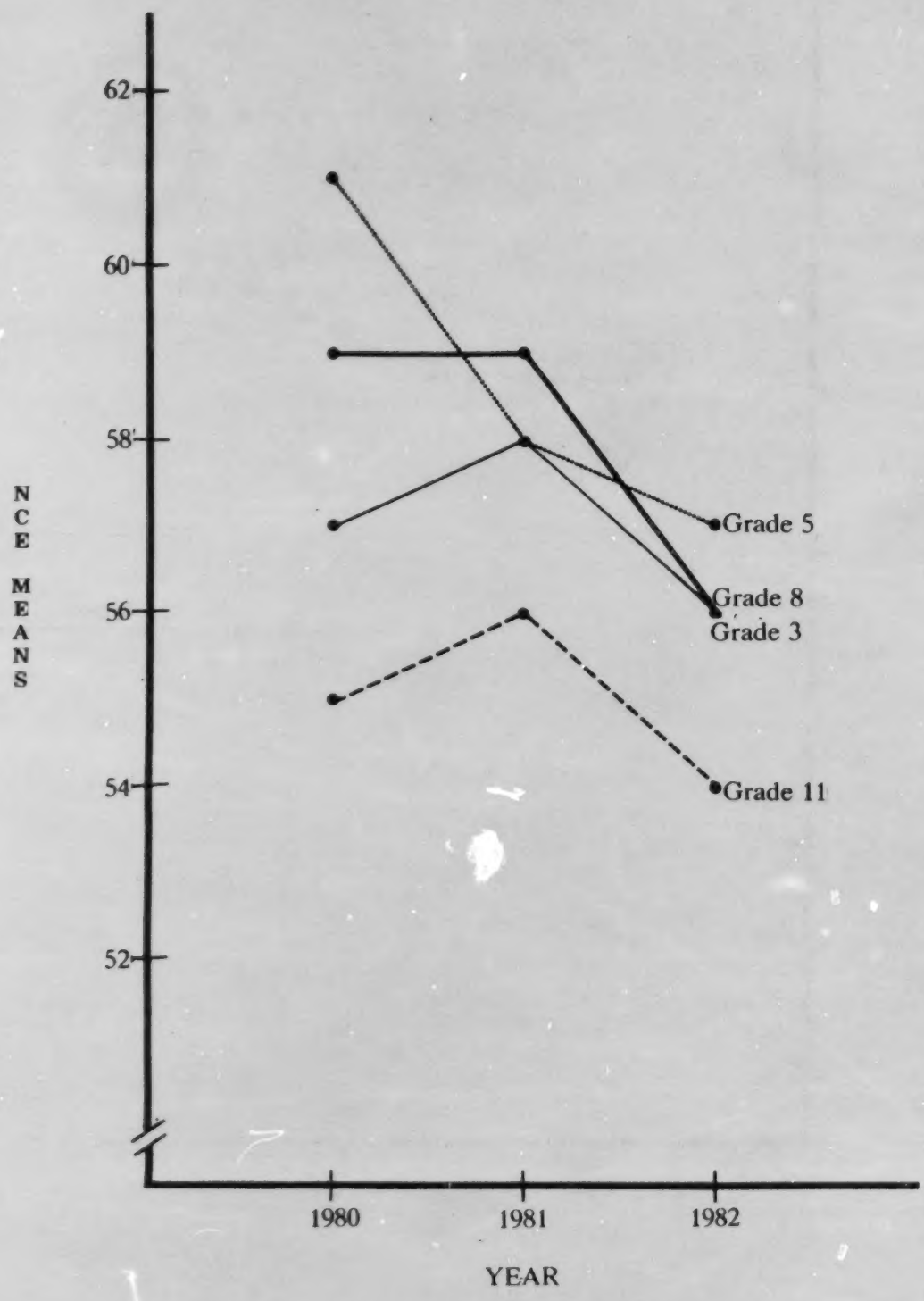


EXHIBIT 3.2d

HISTORICAL TRENDS FOR THE CALIFORNIA ACHIEVEMENT TESTS TOTAL BATTERY, 1980-1982, WHITE STUDENTS

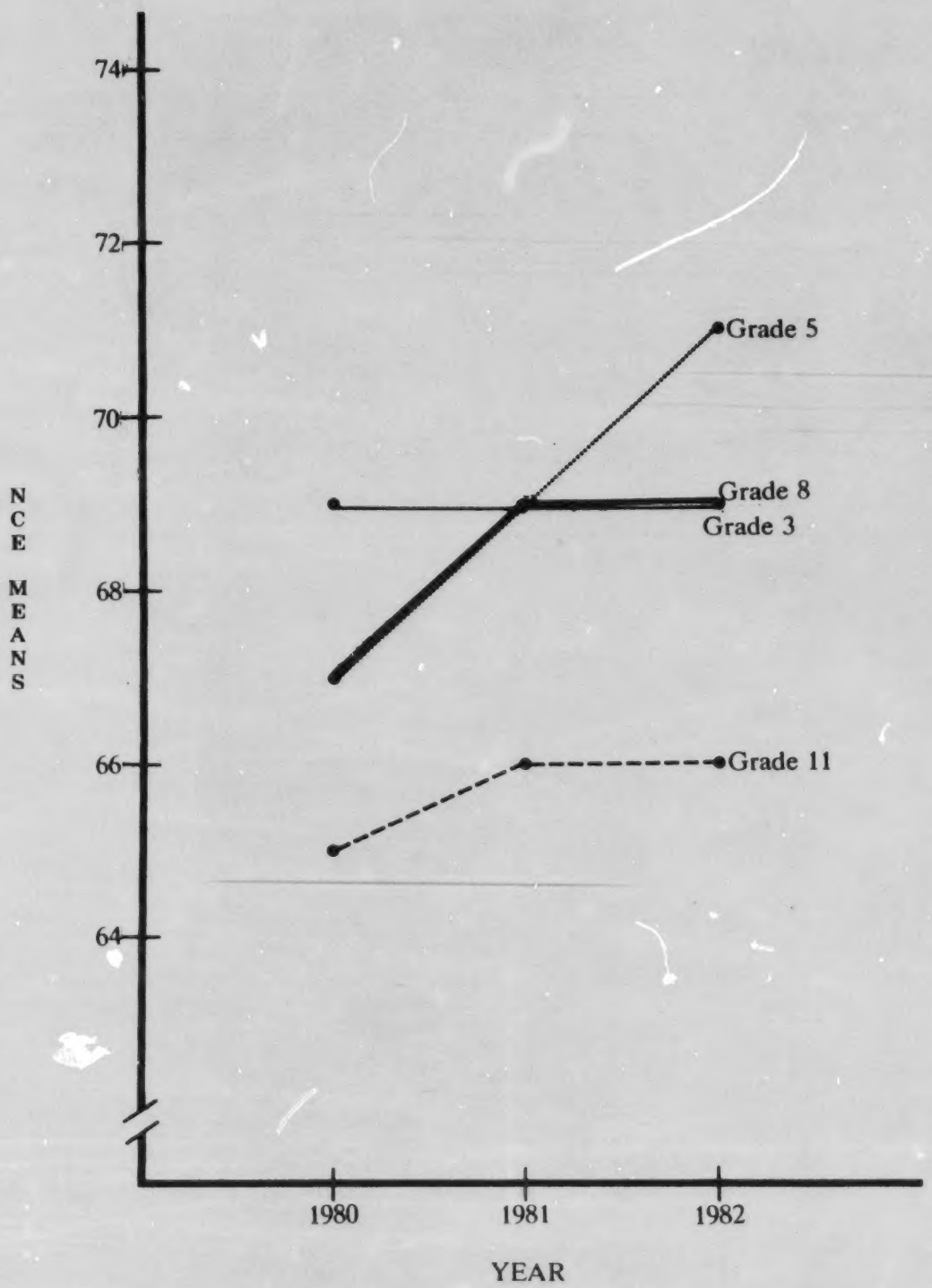


Exhibit 3.3

COGNITIVE ABILITIES TEST RESULTS
BY RACIAL/ETHNIC GROUPS FOR 1977 TO 1980, GRADES 5, 7, AND 9

(Scores reported are Standard Age Scores (SAS), Percentile Ranks (PR) and Normal Curve Equivalents (NCE) for the student with the mean score)

		WHITE			BLACK			HISPANIC			ASIAN		
		SAS	PR	NCE	SAS	PR	NCE	SAS	PR	NCE	SAS	PR	NCE
GRADE 5													
VERBAL	1980	113	79	67	100	50	50	102	54	52	112	76	65
	1979	113	79	67	100	50	50	106	64	58	111	75	64
	1978	113	78	66	100	49	49	103	58	54	112	76	65
	1977	112	76	65	97	42	46	104	58	54	112	76	65
QUANTITATIVE	1980	113	78	66	99	47	48	104	59	55	117	85	72
	1979	113	78	66	99	47	48	108	69	60	117	85	72
	1978	113	78	66	98	46	48	105	61	56	117	85	72
	1977	112	76	65	96	41	45	105	63	57	117	86	73
NONVERBAL	1980	113	79	67	101	53	52	109	70	61	117	86	73
	1979	114	80	68	102	54	52	111	74	64	117	86	73
	1978	114	80	68	101	52	51	109	71	62	118	87	74
	1977	113	78	66	100	49	49	109	71	62	118	87	74
GRADE 7													
VERBAL	1980	110	72	62	97	43	46	100	50	50	109	70	61
	1979	109	71	62	95	37	43	100	49	49	110	72	62
	1978	109	70	61	94	36	42	101	53	52	110	72	62
	1977	109	70	61	92	31	40	99	48	49	110	73	63
QUANTITATIVE	1980	112	76	65	98	44	47	103	57	54	117	86	73
	1979	111	74	64	96	39	44	102	55	53	117	86	73
	1978	110	73	63	95	37	43	105	63	57	117	86	73
	1977	110	73	63	93	32	40	103	57	54	118	87	74
NONVERBAL	1980	113	78	66	101	51	51	107	66	59	117	86	73
	1979	112	76	65	100	49	49	107	67	59	117	86	73
	1978	112	76	65	99	47	48	108	68	60	117	85	72
	1977	112	76	65	97	42	46	108	68	60	118	87	74
GRADE 9													
VERBAL	1980	110	73	63	95	37	43	101	51	51	106	64	58
	1979	110	73	63	94	35	42	100	50	50	107	66	59
	1978	110	72	62	94	34	41	100	49	49	108	68	60
	1977	110	72	62	94	34	41	101	51	51	110	72	62
QUANTITATIVE	1980	113	78	66	98	44	47	107	66	59	118	87	74
	1979	112	77	66	96	39	44	105	64	58	118	87	74
	1978	112	77	66	95	38	44	104	60	55	118	87	74
	1977	113	78	66	96	40	45	105	62	56	119	88	75
NONVERBAL	1980	114	81	68	101	53	52	111	75	64	120	89	76
	1979	114	81	68	100	45	49	109	70	61	119	88	75
	1978	114	80	68	99	47	48	110	72	62	118	87	74
	1977	114	80	68	99	47	48	108	69	60	119	88	75

1043g

EXHIBIT 3.4

COGNITIVE ABILITIES TEST RESULTS
BY RACIAL/ETHNIC GROUPS FOR 1977 TO 1983, GRADE 3

(Scores reported are Standard Age Scores (SAS), Percentile Ranks (PR) and Normal Curve Equivalents (NCE) for the student with the mean score)

		WHITE			BLACK			HISPANIC			ASIAN		
		SAS	PR	NCE	SAS	PR	NCE	SAS	PR	NCE	SAS	PR	NCE
GRADE 3													
VERBAL	1983	114	81	68	102	55	53	103	57	54	111	75	64
	1982	115	83	70	103	57	54	102	55	53	111	75	64
	1981	113	79	67	100	50	50	103	57	54	110	73	63
	1980	113	79	67	103	56	53	104	59	55	113	79	67
	1979	113	79	67	101	53	52	107	66	59	113	79	67
	1978	113	79	67	101	52	51	105	63	57	114	80	68
	1977	113	79	67	100	50	50	106	64	58	112	77	66
QUANTITATIVE	1983	116	84	71	102	55	53	108	69	60	118	87	74
	1982	116	84	71	102	55	53	105	62	56	119	88	75
	1981	114	81	68	100	50	50	106	65	58	117	86	73
	1980	115	83	70	102	57	54	110	72	62	121	90	77
	1979	115	83	70	102	54	52	112	76	65	120	89	76
	1978	115	83	70	102	54	52	109	71	62	120	89	76
	1977	115	82	69	101	52	51	110	73	63	119	88	75
NONVERBAL	1983	113	79	67	101	52	51	108	69	60	116	84	71
	1982	112	77	66	101	52	51	105	62	56	115	83	70
	1981	111	75	64	99	48	49	106	65	58	114	81	68
	1980	112	77	66	101	53	52	109	70	61	117	86	73
	1979	112	77	66	101	51	51	111	74	64	117	85	72
	1978	112	77	66	100	50	50	108	69	60	117	85	72
	1977	112	76	65	99	48	49	109	71	62	117	85	72

1043g

nationally. In fact, comparing results for MCPS Hispanics, blacks, and whites to those of their counterparts nationally shows that the two minority groups are further above members of their race nationally than are the white students. These national data are available only for the CAT and are not provided for Asian students. The comparison of MCPS racial groups to national racial groups is shown in Exhibit 3.5.

Trends from Nationally Standardized Tests

The results above have dealt with the rankings of the various groups based on their standardized achievement test results. Another way to look at these data is to study the trends. Historical trends come from comparing the results in a given grade across several years. On the ITBS, TAP, and CAT, white and black students in MCPS showed small but consistent improvement over the years. We cannot compare the results for different tests so we do not know for sure if the results for these groups in 1982 indicate higher achievement than in 1977. However, within each test their trends were up. Black students have also shown some improvement on the COGAT while scores for white students have remained almost constant.

The historical trends for Asian and Hispanic students in MCPS have not been as good. Both groups have had up and down patterns over the seven years reviewed. These historical trends can also be seen in Exhibits 3.1 through 3.4.

The 1982 elementary school results were analyzed for longitudinal trends by race. This analysis uses the trends for students who were tested in MCPS in both Grade 3 (1980) and Grade 5 (1982). When the trends for these students in each race are compared, it is found that each of the minority groups did as well as or slightly better than the white students. Thus, minority group students who remain in MCPS from Grade 3 to Grade 5 make as much progress, as measured by the CAT, as do white students who are here for those grades. These longitudinal trends are shown in Exhibit 3.6.

Project Basic (Maryland Competency Testing)

Results on Maryland's competency tests, the MFRT and the MFMT, are somewhat like the results from similar sections of the nationally standardized tests. On the MFRT, white students have outperformed Asian students since 1978 just as whites have generally scored higher on the reading section of the ITBS, TAP, and CAT. In 1982, 98 percent of the whites passed the test compared to 91 percent for Asians. Unlike the results on the CAT, in the last two years black students have outperformed Hispanics. Ninety percent of the black students passed the MFRT in 1982, an increase of 24 percent from 1977. This substantial improvement by blacks has reduced by 2/3 the difference between black and white performance. The trends for the MFRT are shown in Exhibit 3.7.

There is only one year of data on the MFMT. The groups ranked the same on that test as they did on the CAT math subtests in 1982. Asians had the highest percent passing (77) followed by whites (70), Hispanics (42), and Blacks (34). Results for the MFMT are shown in Exhibit 3.8. These differences in performance by race generally held for all schools. There

EXHIBIT 3.5

CALIFORNIA ACHIEVEMENT TESTS
COMPARISON OF BLACK, HISPANIC,
AND "OTHER STUDENTS" WITH
NATIONAL NORM GROUP
FALL 1982

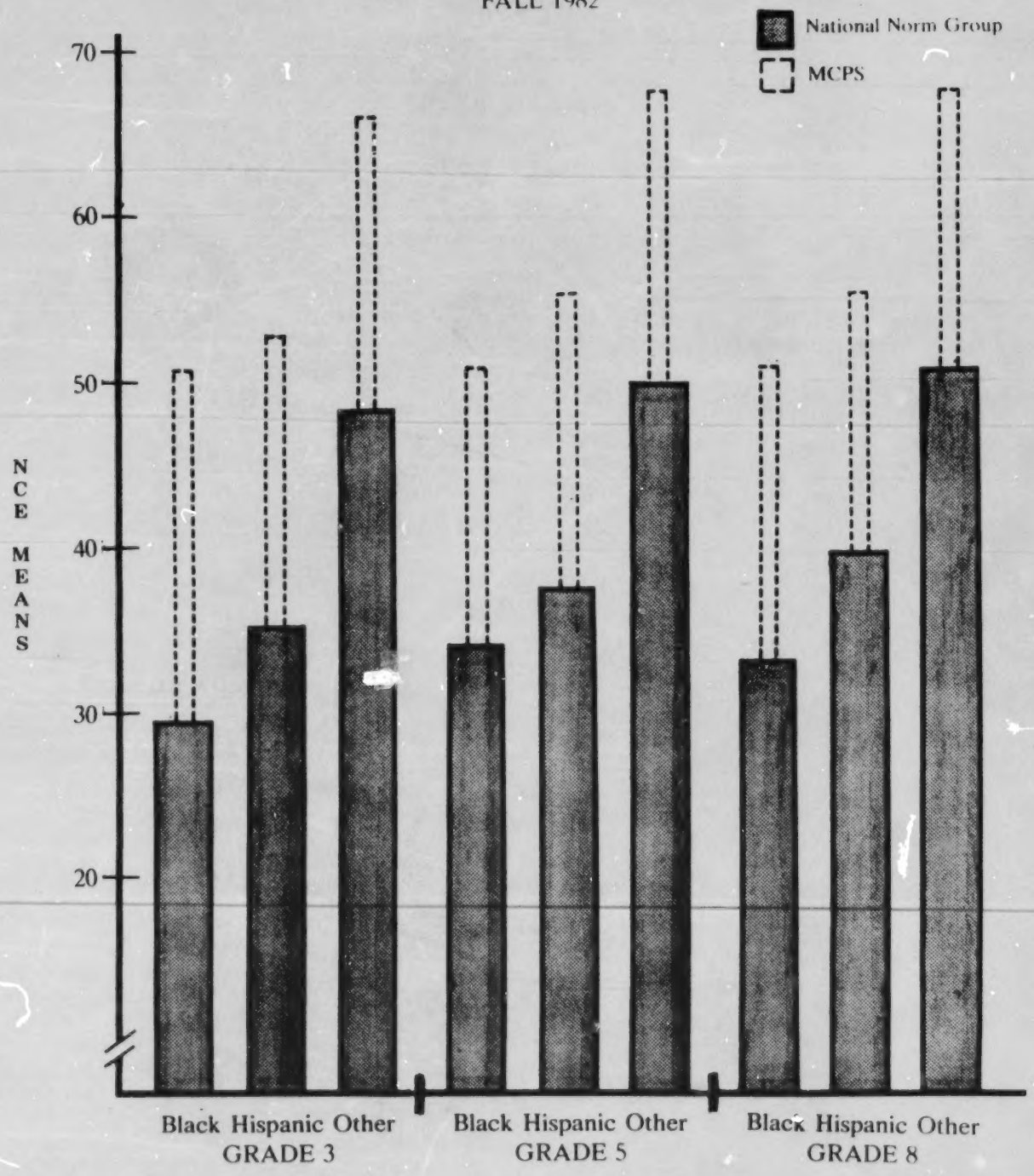


EXHIBIT 3.6

LONGITUDINAL RESULTS ON THE CALIFORNIA ACHIEVEMENT TESTS FOR STUDENTS TESTED IN GRADE 3 (1980) AND GRADE 5 (1982) BY RACE

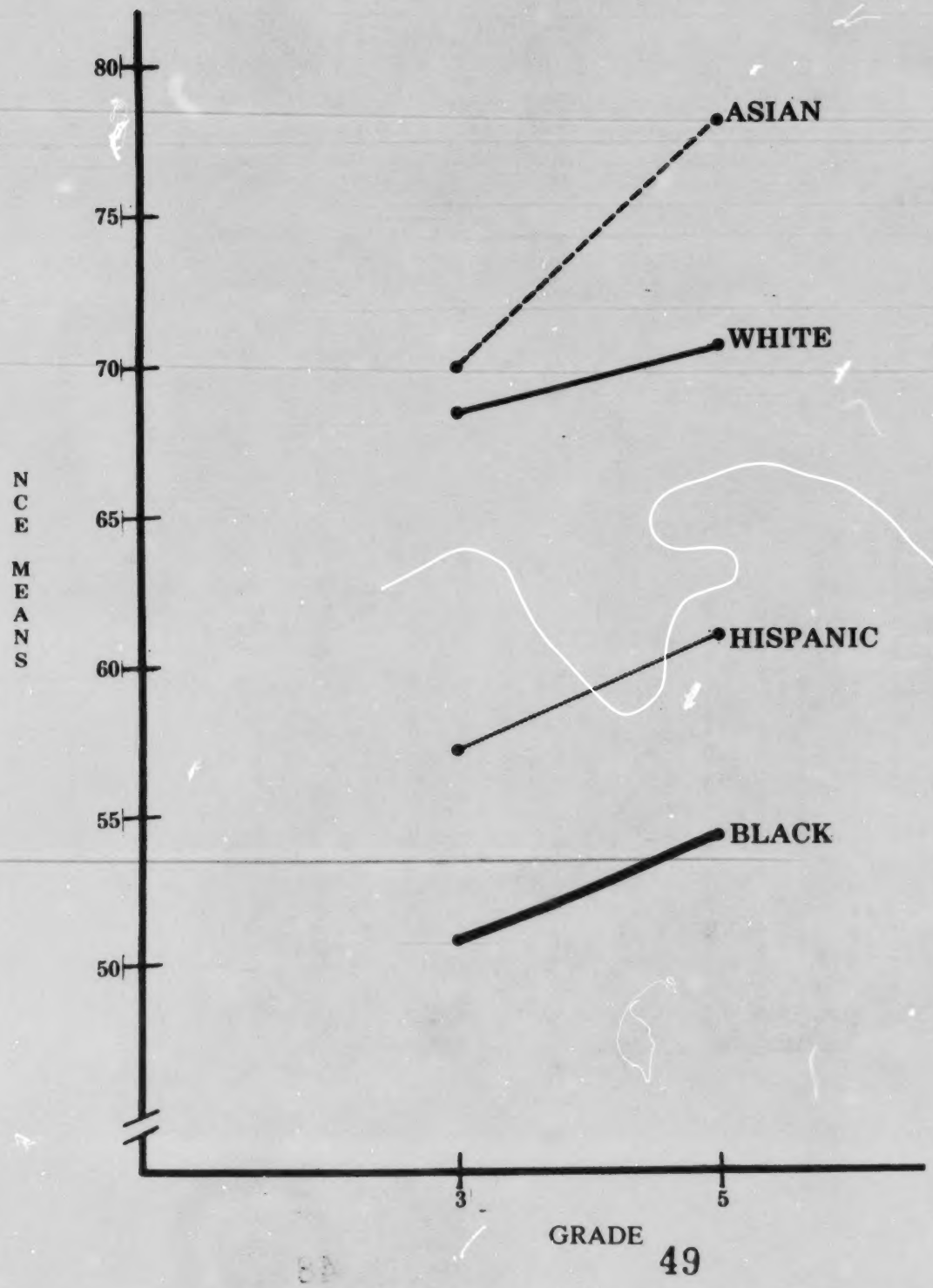
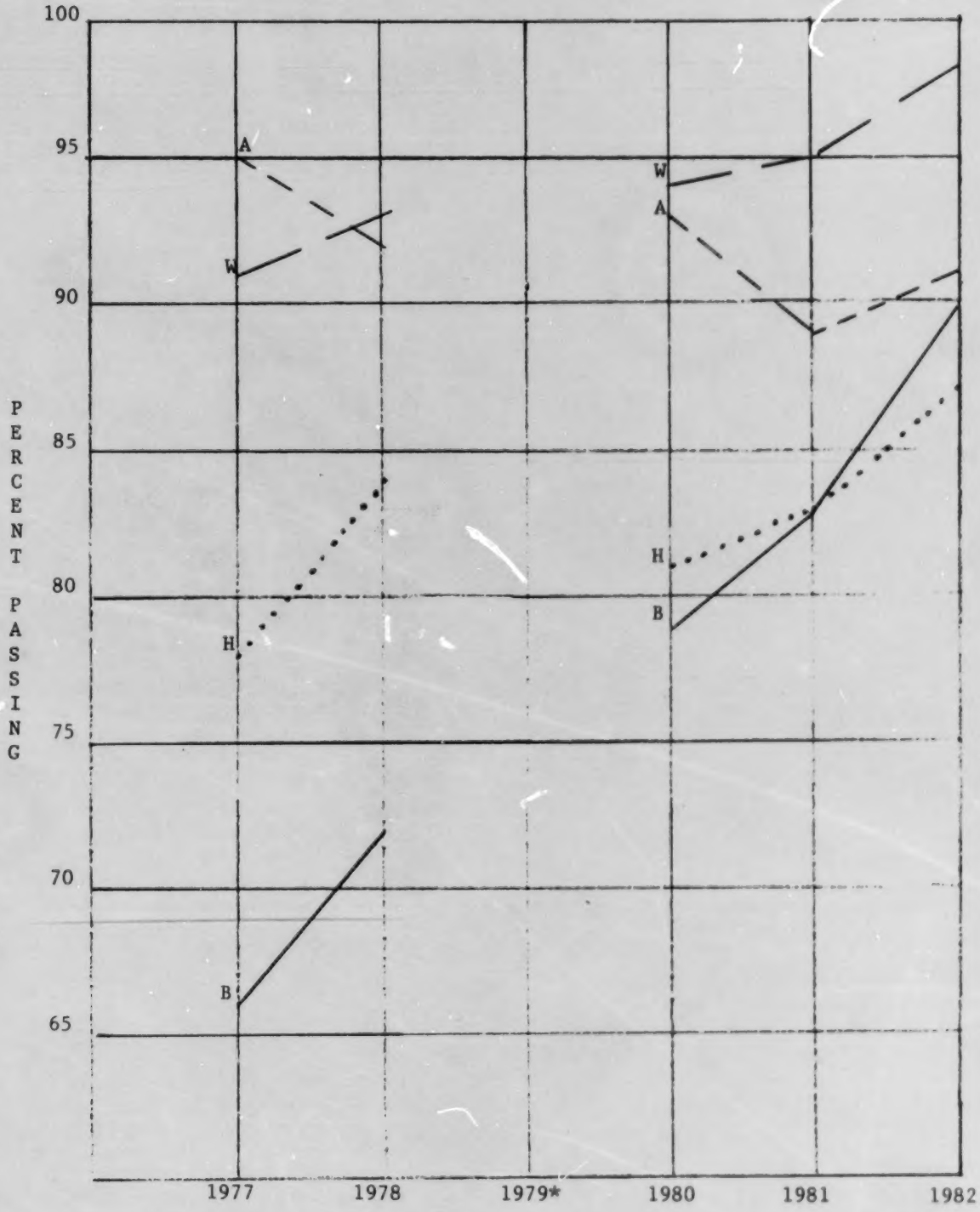


EXHIBIT 3.7

PERCENTAGE OF GRADE 9 STUDENTS PASSING THE MARYLAND FUNCTIONAL READING TEST, 1977 TO 1982

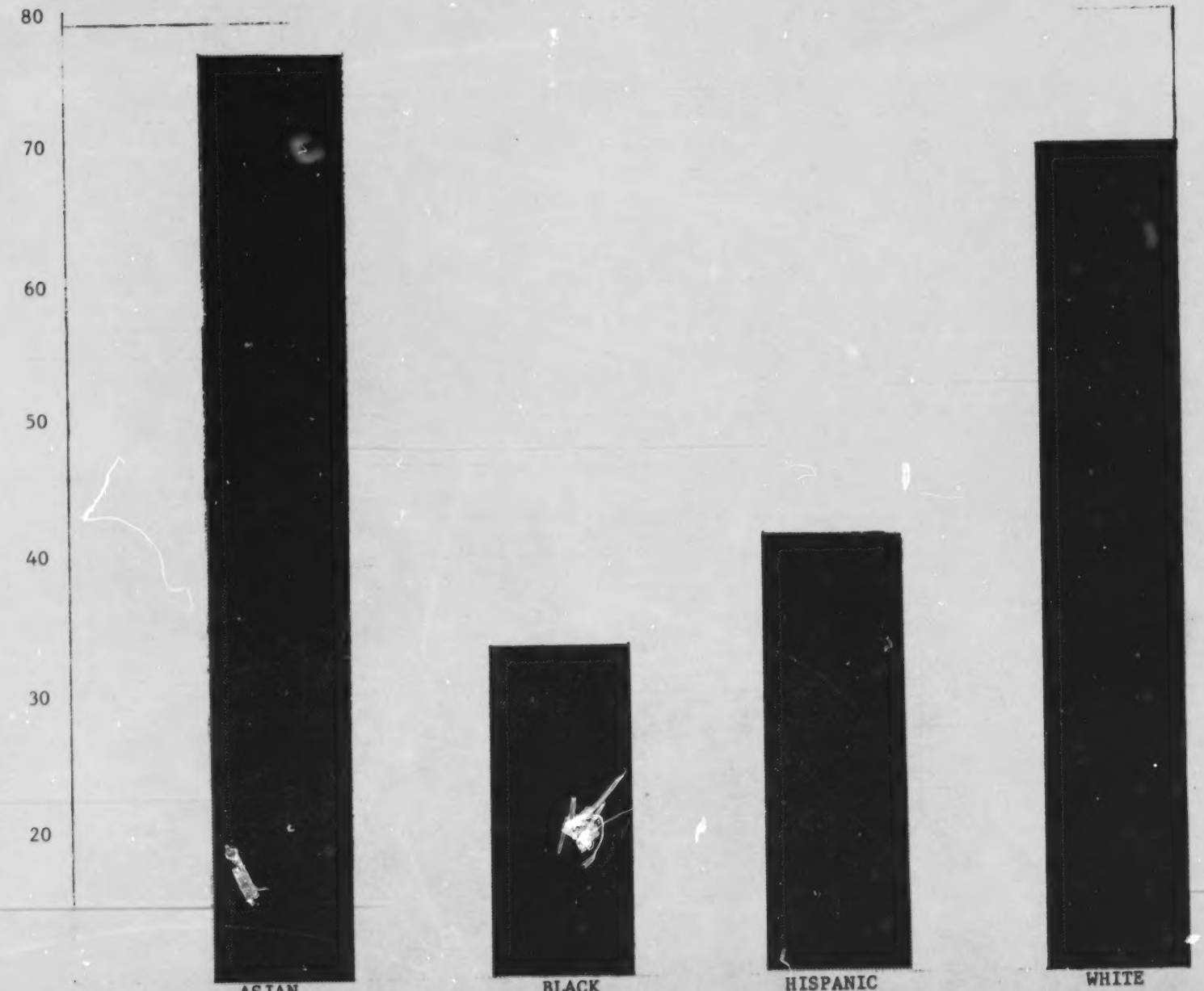


*Invalid test administered

Codes: A - Asian
B - Black
H - Hispanic
W - White

EXHIBIT 3.8

PERCENTAGE OF GRADE 9 STUDENTS PASSING
THE MARYLAND FUNCTIONAL MATH TEST
FALL 1982 BY RACE



were a few exceptions to this trend in the case of Hispanics. The most notable one was at Belt where the Hispanics outperformed the whites. The results by race within school are presented in Exhibit 3.9.

Performance by race was much more similar when the students in each race were grouped by achievement level as indicated by their scores on the math section of the CAT. However, even with this grouping, there were large (21 percent) differences in MFMT performance for black and white students who score in the medium range (stanines 4, 5, or 6) on the CAT. This difference was not consistent across all schools. At Northwood and Gaithersburg Junior High the differences were only 3 and 4 percent, respectively, while at Banneker and Montgomery Village the difference was 33 percent. The school MFMT results for students who scored high, medium, and low on the CAT are shown in Exhibit 3.10.

Sources: MCPS Annual Test Report, 1979-80
MCPS Annual Test Report, 1982-83 (in printing)
MFRT Results Memorandum to Board of Education (December 28, 1982)
MFRT Results Memorandum to Board of Education (June 21, 1983)

Analyzed by N. James Myerberg

EXHIBIT 3.9

Number and Percentage of Students
Passing the MFMT - Fall, 1982
By Race Within School

School	ASIAN # Tested	ASIAN % Passing	BLACK # Tested	BLACK % Passing	HISPANIC # Tested	HISPANIC % Passing	WHITE # Tested	WHITE % Passing	TOTAL # Tested	TOTAL % Passing
Banneker	12	83	58	53	*		194	81	270	75
Belt	32	66	49	29	21	67	186	51	289	50
Bethesda-Chevy Chase	15	67	74	32	32	31	266	75	387	63
Blair	22	36	44	18	21	19	83	49	170	36
Cabin John	15	93	15	33	12	83	230	92	272	89
Damascus	*		*		*		255	65	264	66
Einstein	19	74	30	33	20	10	185	57	255	52
Gaithersburg Junior	23	87	33	42	*		238	61	296	61
Hoover	20	95	*		13	77	233	85	269	84
Walter Johnson	10	70	14	43	23	61	175	69	222	66
Kennedy	32	75	100	35	14	7	225	64	371	55
Key	27	52	61	28	14	29	118	64	220	50
King	11	100	29	34	*		169	67	212	64
Magruder	*		19	53	*		250	72	283	70
Richard Montgomery	21	76	39	13	20	30	211	57	293	50
Montgomery Village	13	69	26	23	*		242	69	287	64
Northwood	11	82	34	38	11	45	187	59	247	56
Parkland	19	79	18	33	*		171	71	214	69
Poolesville	*		16	13	*		109	53	129	48
Ridgeview	11	100	32	41	*		226	64	270	63
Rockville	*		18	0	*		166	54	196	51
Sherwood	11	64	16	25	*		269	59	300	58
Takoma Park	12	58	73	37	32	22	62	66	180	46
White Oak	14	71	61	33	*		244	75	325	67
Whitman	32	97	*		27	48	354	87	423	85
Wood	15	100	11	45	*		199	81	228	80
Woodward	19	84	*		16	75	199	81	243	81
Wootton	28	96	10	60	11	64	333	84	382	84

*No data reported because there are less than 10 students in that group.

EXHIBIT 3.10

Number and Percentage of Students Who Passed the MFMT
Fall 1982, By CAT (Grade 8 Fall 1981) Stanine Groups
By Race Within School

	Asian		Black		Hispanic		White		Total	
	#	%	#	%	#	%	#	%	#	%
Banneker	11	91	50	56	*		176	84	241	78
Low	–		*		–		*		*	
Medium	*		31	39	*		82	72	117	62
High	*		16	100	*		89	99	116	99
Belt	23	74	38	26	14	86	159	53	235	53
Low	*		10	0	–		*		21	10
Medium	*		24	25	10	80	102	38	143	38
High	14	100	*		*		48	94	71	96
Bethesda Chevy-Chase	10	70	58	35	*		223	78	298	69
Low	–		*		–		*		*	
Medium	*		36	19	*		67	43	110	35
High	*		15	87	*		155	94	180	93
Blair	*		27	22			58	55	100	45
Low	–		*		*		*		*	
Medium	*		20	10	*		28	29	59	25
High	*		*		–		28	86	34	88
Cabin John	15	93	12	33	*		212	93	248	89
Low	–		*		–		–		*	
Medium	*		*		*		47	70	59	63
High	11	100	*		*		165	99	188	98
Damascus	*		*		*		237	65	246	65
Low	–		–		–		*		*	
Medium	–		*		*		106	37	108	37
High	*		*		*		123	94	130	93
Einstein	16	75	23	30	17	12	147	57	204	52
Low	–		*		*		*		12	0
Medium	*		16	13	13	15	82	35	119	31
High	*		*		–		58	95	73	95
Gaithersburg	19	71	30	40	*		216	60	266	60
Low	–		*		–		*		13	0
Medium	*		19	26	*		103	30	130	32
High	12	100	*		–		104	95	123	96
Hoover	18	89	*		11	82	229	82	262	81
Low	*		*		–		*		*	
Medium	*		*		*		66	58	76	55
High	15	100	–		*		158	95	179	96

– No students in this group.
* Number of students was fewer than 10.

EXHIBIT 3.10 (Continued)

Number and Percentage of Students Who Passed the MFMT
Fall 1982, By CAT (Grade 8 Fall 1981) Stanine Groups
By Race Within School

	Asian		Black		Hispanic		White		Total	
	#	%	#	%	#	%	#	%	#	%
Walter Johnson	*		*		*		148	72	175	71
Low	–		*		*		*		*	
Medium	*		*		*		55	35	65	34
High	*		*		*		91	96	106	95
Kennedy	25	80	77	38	11	9	205	63	318	57
Low	–		*		*		*		15	0
Medium	*		49	24	*		90	36	156	31
High	16	100	21	81	*		108	91	147	90
Key	13	54	50	28	*		112	65	183	52
Low	–		*		–		*		*	
Medium	*		37	19	*		56	36	107	29
High	*		*		*		53	96	68	94
King	10	100	28	32	*		149	66	190	63
Low	–		*		*		14	0	17	0
Medium 2	*		23	26	*		68	51	95	47
High 3	*		*		–		67	96	78	96
Magruder	*		19	53	*		227	72	256	71
Low 1	–		*		–		*		*	
Medium 2	*		13	38	*		95	43	111	42
High 3	*		*		*		129	95	141	95
Richard Montgomery	15	93	28	18	15	40	104	60	232	56
Low 1	–		*		*		*		11	0
Medium 2	*		21	14	11	27	79	32	118	30
High 3	10	100	*		*		86	92	103	91
Montgomery Village	12	75	21	24	*		208	73	247	68
Low 1	–		*		–		*		*	
Medium 2	*		12	8	*		87	41	107	36
High 3	*		*		*		118	97	132	97
Northwood	11	73	25	36	*		146	58	192	55
Low 1	–		*		*		*		*	
Medium 2	*		21	33	*		88	36	117	35
High 3	*		*		*		55	96	68	96

– No students in this group.
* Number of students was fewer than 10.

EXHIBIT 3.10 (Continued)

Number and Percentage of Students Who Passed the MFMT
Fall 1982, By CAT (Grade 8 Fall 1981) Stanine Groups
By Race Within School

		Asian		Black		Hispanic		White		Total	
		#	%	#	%	#	%	#	%	#	%
Parkland		14	86	16	31	*		162	72	196	70
Low	1	-		*		-		*		*	
Medium	2	*		*		*		91	55	104	51
High	3	11	100	*		*		70	96	87	97
Poolesville		*		13	15	*		98	57	115	52
Low	1	-		-		-		*		*	
Medium	2	*		10	0	*		54	43	66	35
High	3	-		*		*		40	83	45	82
Ridgeview		*		28	43	*		197	69	234	67
Low	1	-		*		-		*		*	
Medium	2	*		15	27	-		92	42	109	41
High	3	*		10	80	*		100	97	117	96
Rockville		*		16	0	*		139	54	164	50
Low	1	-		*		-		*		*	
Medium	2	*		14	0	*		76	28	94	24
High	3	*		-		-		58	93	63	94
Sherwood		11	64	17	24	*		243	61	274	59
Low	1	-		*		-		10	0	13	0
Medium	2	*		11	9	*		119	31	136	29
High	3	*		*		*		114	97	125	98
Takoma Park		*		61	38	12	42	50	74	129	53
Low	1	-		*		*		*		13	8
Medium	2	*		48	42	*		27	56	87	45
High	3	*		*		*		22	100	29	97
White Oak		10	70	52	35	*		223	77	291	69
Low	1	-		*		-		*		*	
Medium	2	*		32	6	*		83	42	121	31
High	3	*		16	100	*		138	99	164	99
Walt Whitman		26	10	*		18	56	297	89	348	88
Low	1	-		-		-		*		*	
Medium	2	*		*		*		63	65	75	61
High	3	24	100	*		11	73	232	96	271	96

- No students in this group.
* Number of students was fewer than 10.

0684S

EXHIBIT 3.10 (Continued)

Number and Percentage of Students Who Passed the MFMT
Fall 1982, By CAT (Grade 8 Fall 1981) Stanine Groups
By Race Within School

		Asian		Black		Hispanic		White		Total	
		#	%	#	%	#	%	#	%	#	%
Wood		15	100	11	45	*		197	82	226	81
Low	1	-		-		-		-		-	
Medium	2	*		*		*		67	49	79	48
High	3	13	100	*		*		130	98	147	98
Woodward		13	85	*		12	75	178	83	211	82
Low	1	-		*		-		-		*	
Medium	2	*		*		*		55	47	65	48
High	3	11	91	*		*		123	98	145	98
Wootton		25	96	*		*		284	87	325	87
Low	1	-		*		-		*		*	
Medium	2	*		*		*		85	62	94	62
High	3	23	100	*		*		196	98	227	99
County		353	84	740	35	209	55	5095	72	6415	68
Low		*		84	2	13	8	123	2	224	3
Medium		97	51	487	22	123	37	2120	43	2834	40
High		253	98	169	89	73	93	2852	96	3357	96

- No students in this group.
* Number of students was fewer than 10.

0684S

Section 4

THE RELATIONSHIP BETWEEN MINORITY GROUP COMPOSITION OF THE SCHOOL AND THE BLACK-WHITE PUPIL ACHIEVEMENT SCORE GAP

BACKGROUND

The MCPS Annual Test Report provides data on the differences in academic achievement test scores for racial groups in MCPS as a whole, together with changes in these differences across successive years. However, those data are not reported by individual school. Thus, the differences between schools in the black-white test score gap are not widely known, nor are the possible associations between school features and such a gap thoroughly studied. As a supplement to the MCPS Annual Test Report, an analysis was conducted to determine whether or not the school's percentage of minority pupils was associated in any way with the black-white achievement gap in the school.

The evidence of significant differences between achievement test means of black and white pupils has been reported elsewhere, and this analysis also found significant differences between reading and math scores of white pupils and Asian, Hispanic and black pupils in the schools. For example, the average gap between the black and white pupil means within schools was found to be 11.4 NCE points (S.D.= 11.0) in the third grade reading scores of a sample of 89 schools in which there were at least six black third graders. The size of the within-school gap for this sample ranged from +31 NCE points (whites higher than blacks) to -14 NCE points (blacks higher than whites). Variability was also found at all the other grade levels examined (5, 8, and 11), although the range was not as great in the secondary schools. School-by-school data on the size of the gap are not included here because in many cases, especially at the elementary level, the number of black students tested in a grade is less than 10. Because of the variability between schools in the black-white test score gap, an analysis was undertaken to determine the extent to which the gap may be related to the percentage of black pupils in the school.

Given the generally lower achievement scores of black pupils, it is commonly assumed that the higher the percentage of black pupils in a school, the lower is the expected achievement mean for the school. Yet, this expectation may be based only on the relative proportion of lower-scoring pupils in the school, not necessarily on the presumption that the black pupils themselves score any lower in one type of school compared to another. Similarly, this expectation does not take into account the scores of the white pupils across schools of differing minority group composition.

Opponents of desegregation have voiced the opinion that the achievement levels of majority group pupils might diminish if they were to be placed in schools with higher concentrations of minority groups (and presumably lower-scoring) pupils. If such circumstances were true, one would expect to see the gap in test scores between blacks and whites steadily diminish as the minority group composition of the schools increased, since the white pupils would, under those assumptions, be scoring ever closer to the black pupils' average. Yet, it might also be possible, according to the thinking which underlies desegregation efforts, that such circumstances would actually increase the performance levels of black pupils. Such a condition would

also reduce the black-white test score gap.

On the other hand, if the gap in average test scores between blacks and whites remains relatively constant across schools differing in minority group composition, then the foregoing assumptions cannot be accepted. Under this second set of conditions, one would have to seek the answer to the black-white test score gap outside of the school's minority group composition itself. Other conditions in the schools and the communities surrounding the schools would have to be examined for their effects on the test score gap besides the minority composition of the schools. The present analysis was conducted to shed light on this issue by examining the relationship between the schools' percentage of black pupils and the schools' black-white test score gap.

FINDINGS

The results suggest that while there is a significant black-white achievement test gap, the gap is not influenced by the minority composition of the school. This pattern was generally found for both reading and math. There is no simple relationship between the school's minority group composition and the gaps between racial groups' scores. Thus, efforts to close the black-white achievement score gap may not obtain a significant effect if they are based solely on alterations of the school's minority group composition.

Source: CAT data for Fall 1982

Analyzed by John C. Larson

Section 5

ENROLLMENT IN GIFTED AND TALENTED PROGRAMS

BACKGROUND

In the spring of 1980, the Department of Educational Accountability conducted an analysis of data collected by the Department of Instructional Planning and Development concerning the screening and selection of gifted and talented students that took place during the 1979-80 school year. Included in the results of this study were the following:

- Asian and white students were overrepresented relative to their population proportions at all levels of the selection process, and black and Hispanic students were underrepresented.

- Generally, use of standardized achievement tests in screening assisted Asian and white students in selection for gifted and talented programs but did not help and may have hindered blacks and Hispanics.

Based on these and other findings, the Department of Instructional Planning and Development made several changes in the procedures for screening and selecting gifted and talented students, in the hopes of including more black and Hispanic students in the selection pool, and making the implementation of the procedures more uniform across the various schools in the county.

In the spring of 1981 and the spring of 1982, DEA conducted a second study of the screening and selection practices for gifted and talented programs. One of the purposes of this study was to assess whether the changes initiated by the Department of Instructional Planning and Development had resulted in changes in the inclusion of black and Hispanic students in the screening and selection pools.

Data for this study were collected from nine elementary schools that were conducting screening activities in the school for the first time in the 1980-81 school year.

FINDINGS

Inequities in the participation rates of the different racial groups continue to exist. While more students in all racial groups were included in the global and specific screening pools in initial screening in 1980-81 than were included in 1979-80, proportions selected for programs increased less for blacks and Hispanics than for Asians and whites (see Exhibit 5.1), and blacks and Hispanics continue to be underrepresented relative to their proportions in the MCPS population (see Exhibit 5.2).

The data confirm the previous study's findings regarding the performance of minority students on the screening instruments and the importance placed on standardized achievement tests in screening and selection. Asian and white students attained the global criteria most often on the standardized tests, while blacks and Hispanics generally performed poorly on these measures. Additionally, while the guidelines emphasize that test scores must be viewed cautiously, few students were selected for programs who failed to attain the global criterion on the standardized tests.

EXHIBIT 5.1

A Comparison of Students Screened and Selected: 1980-81 and 1979-80

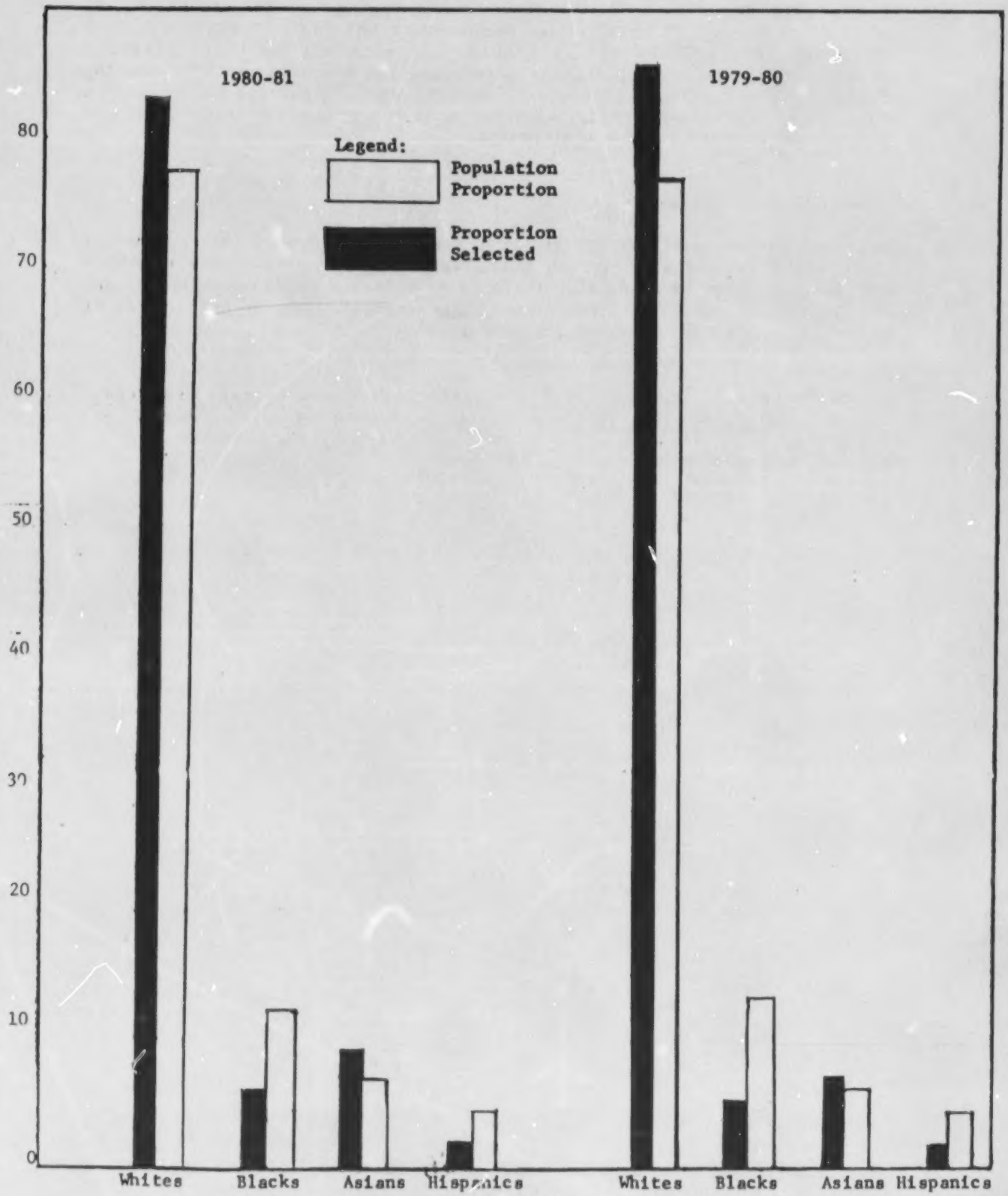
Race and Year	Sample Population		Students Included in Global Screening		Students Included in Specific Screening		Students Selected for Programs	
	Number	%	Number	%(a)	Number	%(a)	Number	%(a)
Asian								
1980-81	211	7	159	75	145	69	58	28
1979-80	889	6	249	28	161	18	82	9
Black								
1980-81	362	12	271	75	183	50	39	11
1979-80	2,004	13	467	23	131	7	62	3
Hispanic								
1980-81	121	4	124(b)	100	96	79	14	12
1979-80	606	4	120	20	61	10	19	3
White								
1980-81	2,324	77	1,593	69	1,390	60	548	24
1979-80	11,836	77	2,974	25	1,959	17	1,081	9
Total								
1980-81	3,019		2,153*	71	1,818***	60	659	22
1979-80	15,368		3,852**	25	2,326****	15	1,257*****	8

* Includes 5 students for whom race is unknown.
** Includes 31 students for whom race is unknown.
*** Includes 3 students for whom race is unknown.
**** Includes 7 students for whom race is unknown.
***** Includes 9 students for whom race is unknown.

(a) Figures are percentages of population by race globally screened, specifically screened, and selected for programs.
(b) More Hispanic students screened than contained in data base school enrollments, probably due to high mobility rate in some schools.

EXHIBIT 5.2

PERCENTAGES OF STUDENTS BY RACE SELECTED FOR PROGRAMS: 1980-81 VS. 1979-80



Greater emphasis on professional decision-making occurred in the 1980-81 initial screening effort than had occurred in the past, however the data show that this process assisted Asian students the most and Hispanic students the least. The percentages selected for programs without meeting the specific screening criteria were as follows: 53 percent of the Asians who did not meet the criteria, 43 percent of the whites, 42 percent of the blacks, and 29 percent of the Hispanics.

IMPLICATIONS OF THE DATA

Continued reliance on standardized test results has impeded the progress of black and Hispanic students in being selected for gifted and talented programs. It must be noted that there is no evidence to support this extent of reliance on these measures as necessary and sufficient predictors of success in gifted and talented programs.

Source: Screening and Rescreening for the Gifted and Talented Program, 1980-81 and 1981-82 School Years, by S. Gross and J.A. Frechtling.

Analyzed by Susan Gross

Section 6

RACE DIFFERENCES IN HIGH SCHOOL COURSE ENROLLMENTS

BACKGROUND

This analysis summarizes several analyses of race differences in enrollments in academic and nonacademic courses, in higher level courses and in advanced placement courses. In general, it was found that the greatest enrollment differences were not in the academic-nonacademic course loads, but in the difficulty levels of the academic courses. In addition, there is some evidence that socioeconomic background differences in academic course loads are greater than race differences.

FINDINGS

Race Differences in Academic Course Load

An analysis of the 1982-83 high school course enrollments revealed that academic-nonacademic course loads of pupil race groups were virtually the same at the ninth grade level. However, race differences were apparent in the eleventh and twelfth grades where Asian pupils enrolled in the most academic courses, followed next by Hispanics and whites with blacks enrolling in the fewest academic and the most nonacademic courses. Sex differences within race tended to be smaller than overall race differences. (Academic courses were here defined as those offered in the departments of math, English, science, social studies, or foreign language.)

A similar analysis of noncredit course loads across grades indicated virtually no race differences. Rather, all groups increased from near zero noncredit courses in ninth grade to an average of about one noncredit course during the twelfth grade school year.

Specific race group averages in ninth grade academic course loads indicated a spread of no more than .74 courses between the Asian mean of 9.73 academic courses and the black mean of 8.99 academic courses. The white and Hispanic group averages fell in between those two points. At the eleventh grade level the Asian group, with a mean course load of 9.65 academic courses, averaged 1.2 courses higher than the white mean of 8.45 which was, in turn, .79 courses higher than the black mean of 7.66 academic courses. The Hispanic eleventh graders averaged 8.55 academic courses. At the twelfth grade level all groups averaged slightly less than in earlier grades, but Asians still carried the highest academic load with an average of 8.39 courses, followed by the Hispanic average of 7.38, the white mean of 6.75 and finally the black average of 6.18 academic courses. Twelfth grade nonacademic course loads averaged 5.37 for blacks, 4.60 for whites, 4.48 for Hispanics and 3.71 for Asians.

The academic-nonacademic averages for each race group were totaled across the four grade levels in order to estimate the four-year high school course load of each group. The race group totals were virtually identical, all within one-half point of 50 courses. This "transcript" is only an estimated composite based on four different grade cohorts of pupils rather than an

actual four-year record for one group of pupils. Nevertheless, it suggests that the different race groups of pupils are all taking about the same number of courses. Rather, they differ in the academic-nonacademic allocation of courses in the upper grades where more electives become available to the pupils.

The findings reported here are partly a result of MCPS administrative policies and partly a result of pupil choices within those administrative guidelines. That is, one cannot enroll, for example, in certain math or science courses without having passed certain prerequisite courses. Thus, the patterns reported above may be related in part to pupil ability levels at high school entry. In addition, however, pupil progress through different course sequences in high school is also influenced partly by their performance in those courses and the counseling or encouragement they receive in high school. Attempts by the school administration to alter these patterns will have to consider all of these issues.

Yet, even the cumulative effect of these differences is not very great when the four-year totals are examined. For example, the white group's high school composite totals 33.7 academic courses while the black group's composite indicates only two courses less, 31.6, over a four-year span.

Race and Enrollments in Vocational-Education Courses

An analysis of enrollment in vocational education courses for 1980-83 showed that, overall, each minority group is proportionately represented (relative to its percentage in the MCPS population) in such courses (see Exhibit 6.1). This trend has been true across the four years studied. Enrollment does, however, differ slightly by particular course cluster. Nonetheless, the picture, overall, provides no evidence that minorities are being disproportionately placed in the vocational area.

Race and Socioeconomic Differences

The 1982-83 course enrollment data were reanalyzed for differences between black and white pupils who had either attended or not attended Project Head Start as preschool children in MCPS. The Head Start distinction is a crude proxy for socioeconomic differences between pupils inasmuch as most Head Start candidates must qualify under the federal poverty guidelines. In this analysis, once again, the average academic course loads were calculated for Head Start and non-Head Start groups for blacks and whites.

The results indicated that within each of the broad socio-economic groups there were virtually no race differences, while the differences between the socioeconomic groups were larger than any of the black-white group differences in the first analysis. Moreover, it is likely that these data underestimate the socioeconomic difference because there may be many assumably non-Head Start pupils in high school who qualified for or attended Head Start classes outside of MCPS and thus have no Head Start record.

These data suggest that, at least for high school course-load differences, much of what passes for a "race" gap is attributable to a socioeconomic background gap. The extent to which this same phenomenon functions in the academic performance data remains to be explored in MCPS.

Exhibit 6.1

Percentage of Each Racial Group Participating in Vocational Education Courses

	American Indian		Black		Asian		Hispanic		White	
Total	% in Courses	% in Pop.	% in Courses	% in Pop.	% in Courses	% in Pop.	% in Courses	% in Pop.	% in Courses	% in Pop.
1980	0	.2	12	11.4	3	4.7	2	3.4	82	80.4
1981	0	.2	14	12.1	3	5.7	3	3.8	79	78.3
1982	0	.2	13	12.7	4	6.6	4	4.3	76	76.2
1983	0	.2	14	13.3	7	7.3	4	4.6	77	74.6
Agriculture/ Horticulture										
1980	0		10		1		1		88	
1981	0		6		1		1		92*	
1982	0		14		3		2		81	
1983	0		10		1		2		86	
Marketing/ Tourism										
1980	0		11		2		1		85	
1981	1		16		3		3		78	
1982	0		16		1		4		78	
1983	0		15		3		3		78	
Health										
1980	0		17		3		0		81	
1981	0		22		3		4		71	
1982	1		16		3		6		75	
1983	0		17		3		5		75	
Home Economics										
1980	0		13		2		3		82	
1981	0		14		3		2		81	
1982	0		18		1		2		75	
1983	0		14		2		1		70	
Business Education										
1980	0		11		3		3		83	
1981	0		14		4		3		78	
1982	0		12		5		4		73	
1983	0		13		6		4		76	

*Percentages may not add up too 100 because the race of some participants is unknown.

1097g

Exhibit 6.1 (Continued)

Percentage of Each Racial Group Participating in Vocational Education Courses

Total	American Indian		Black		Asian		Hispanic		White	
	% in Courses	% in Pop.	% in Courses	% in Pop.	% in Courses	% in Pop.	% in Courses	% in Pop.	% in Courses	% in Pop.
Work Oriented Curriculum										
1980	1		15		1		2		80	
1981	0		15		1		3		81	
1982	0		14		1		3		79	
1983	0		16		2		3		79	
Electronic Technology										
1980	0		6		9		4		81	
1981	0		3		10		7		80	
1982	0		2		14		7		77	
1983	0		3		13		11		74	
Trade/Industry										
1980	0		11		2		3		80	
1981	1		13		2		2		81	
1982	1		15		2		4		78	
1983	1		15		4		4		76	
Vocational Support Team										
1980	-		-		-		-		-	
1981	0		0		0		0		100**	
1982	-		-		-		-		-	
1983	0		24		0		0		79	
Orientation to Construction Trades										
1980	0		4		1		0		61	
1981	0		26		2		4		68	
1982	0		21		6		7		66	
1983	0		26		1		3		70	

**Percentages will fluctuate widely due to extremely small enrollments.

1097g

Race and Course-Level Differences

It is important to distinguish courses according to their difficulty levels, that is, differentiating the basic from the advanced courses for any given department, or the gifted/talented and advance placement courses from the normal range of offerings. While the course-load analyses revealed socioeconomic differences but no race differences, the course level results do show race differences. Data summarized below from a study in 1978-79 and from a 1983 analysis reveal similar patterns of underenrollment of blacks in advanced level or gifted/talented courses.

For example, a recent analysis of enrollments in math courses (see Exhibit 6.2) indicated that the participation rate for blacks in upper-level math courses (such as advanced algebra, trig or geometry) ranged between four to seven percent while the participation rate of whites generally ranged between 10 and 15 percent. This pattern appeared to develop early since the participation rate in eighth grade algebra, an important stepping stone for later advanced math courses, was about 19 percent for whites and only 7 percent for blacks. Conversely, in the upper grades, the black participation rate in algebra I ranged between 15 and 30 percent while the rate for whites was close to 5 percent. This pattern suggests that blacks are taking relatively fewer advanced math courses, and are taking them later in their high school careers than are the white pupils.

A 1978-79 study of advanced placement course enrollments indicated clear race differences in participation rates across a number of academic departments. A sample of advanced placement courses had participation rates as follows:

Advanced Placement Course	Percentageof Group Enrolled			
	White	Black	Hispanic	Asian
English	8.7	1.5	4.6	7.8
Calculus	4.7	1.6	3.8	8.9
U.S. History	2.8	0.4	2.0	2.3
Chemistry	2.7	1.9	1.5	6.1
Biology	5.4	3.8	4.6	10.6

These data suggest a pattern of underenrollment for blacks in advanced placement courses similar to that found for blacks in higher level courses. Participation in either higher level or advanced placement courses is based on the pupils' record of prior achievement, typically starting before the senior high school level. Thus, attempts to modify the pattern identified here must include not only alterations in high school course enrollments and performance, but also cumulative efforts in the elementary and junior high school levels.

EXHIBIT 6.2

MCPS MATHEMATICS ENROLLMENT TOTALS
Course Level by Race

Level	Subject	Grade(s)	Percentage of Racial Group Asian	Black	Hisp.	White
AA	Algebra I Grd 8	8	27.1	7.1	10.0	18.7
AA	Algebra 2A	10, 11, 12	15.5	9.1	12.1	15.5
AA	Algebra 2B	10, 11, 12	15.7	7.3	12.1	14.9
AA	Algeb 2 + Trig A	10, 11	20.3	3.9	5.1	10.8
AA	Algeb 2 + Trig B	10, 11	20.2	3.3	5.0	10.3
AA	Trigonometry	11, 12	16.0	7.6	10.4	12.7
AA	Advanced Algebra	11, 12	11.9	5.7	6.8	10.0
AA	Prob. & Stat.	11, 12	2.4	1.1	2.3	2.3
AA	Computer Math	7, 8, 11, 12	9.8	4.0	5.4	6.6
AA	Elementary Funct	11, 12	24.3	4.5	4.1	10.5
AA	Analytic Geom	11, 12	24.5	4.7	5.3	11.1
AA	Calculus A	11, 12	14.2	1.7	3.6	6.1
AA	Calculus B	11, 12	13.6	1.5	3.4	5.6
AA	Unified Math 1	7	9.5	1.7	2.3	5.6
AA	Unified Math 2	8	7.6	0.5	1.7	3.7
AA	Unified Math 3A	9	6.1	0.7	1.6	3.4
AA	Unified Math 3B	9	6.4	0.6	3.2	1.6
AA	Unified Math 4A	10	3.9	0.1	0.5	1.5
AA	Unified Math 4B	10	3.9	0.1	0.5	1.5

Level: AA - Above Average
A - Average
BA - Below Average

EXHIBIT 6.2 (Continued)

Level	Subject	Grade(s)	Percentage of Racial Group Asian	Black	Hisp.	White
AA	Unified Math 5A	11	0.4	0.2	0.3	0.5
AA	Unified Math 5B	11	0.4	0.2	0.0	0.5
AA	Unified Math 6A	12	1.5	0.1	0.0	0.9
AA	Unified Math 6B	12	1.5	0.1	0.0	0.9
*	Mathematics Gr 7	7	83.5	92.9	83.2	92.7
*	Mathematics Gr 8	8	56.1	90.5	66.4	83.9
*	Business Math A	10, 11, 12	0.9	2.1	1.4	2.6
*	Business Math B	10, 11, 12	0.8	2.1	1.6	2.4
**	Algebra 1A	9, 10, 11	16.9	41.8	18.3	17.1
**	Algebra 1B	9, 10, 11	17.6	37.5	17.7	16.1
**	Geometry A	9, 10, 11, 12	17.7	13.4	15.6	18.2
**	Geometry B	9, 10, 11, 12	17.7	12.6	15.6	17.7
BA	Math Grd 9A	9, sp.	8.9	28.6	28.8	13.7
BA	Math Grd 9B	9, sp.	10.9	31.2	33.4	14.3
BA*	Algebra I Prt 2A	10, 11, 12	3.3	15.6	6.3	5.4
BA*	Algebra I Prt 2B	10, 11, 12	3.4	14.5	6.4	5.3
BA*	Algebra 1, Part 1A	9, 10, 11	3.6	27.3	8.6	6.3
BA*	Algebra 1, Part 1B	9, 10, 11	3.7	30.4	10.0	6.7

Level: AA - Above Average
A - Average
BA - Below Average
BA* - Generally considered below average although average students are frequently enrolled

* Below Average to Above Average
** Average to Above Average depending upon the grade level at which course is taken

EXHIBIT 6.2 (continued)

Level	Subject	Grade(s)	Percentage of Racial Group			
			Asian	Black	Hisp.	White
BA	Applications of Math A	10, 11, 12, sp.	2.3	9.7	8.7	3.4
BA	Applications of Math B	10, 11, 12, sp.	3.0	11.3	10.3	3.9
BA	Related Math A	10, 11, 12, sp.	0.4	2.2	0.9	1.6
BA	Related Math B	10, 11, 12, sp.	0.5	2.5	0.9	2.1
BA	Consumer Math A	10, 11, 12, sp.	3.4	8.5	6.1	5.7
BA	Consumer Math B	10, 11, 12, sp.	4.0	9.6	7.2	5.6
AA	Eng Adv Plcmt A	12	12.1	4.2	3.1	9.5
AA	Eng Adv Plcmt B	12	12.1	3.9	3.4	9.3
AA	US Hist Adv Pl A	11, 12	2.2	0.4	0.6	2.3
AA	US Hist Adv Pl B	11, 12	2.0	0.4	0.6	2.2
AA	AP Europn Hist A	11, 12	4.7	1.0	1.0	3.6
AA	AP Europn Hist B	11, 12	4.7	1.0	1.0	3.5
AA	Biology AP A	11, 12	1.5	0.7	1.1	0.8
AA	Biology AP B	11, 12	1.4	0.7	1.0	0.7
AA	Chemistry AP A	11, 12	0.9	0.1	-	0.2
AA	Chemistry AP B	11, 12	0.9	0.1	-	0.2

Level: AA - Above Average
A - Average
BA - Below Average

Source: Pupil report card file
MCPS Course Enrollment Totals Report (program SMR830) produced by DMICS
The Minority/Majority Experiences Study, 1978-79: Gifted and Talented Services
Vocational Education Act, Student/Teacher Enrollment Report

Analyzed by John C. Larson

Section 7

PROGRAMS FOR LOW-ACHIEVING STUDENTS

BACKGROUND

This is one of a series of reports of findings of the Minority/Majority Experiences Study which was conducted in 1978-79. The purpose of this study was to secure baseline data on the status of the Montgomery County Public Schools as regards issues of educational equity. This report, the second in a series dealing with study findings, presents previously unavailable statistics on minority and majority participation in remedial reading programs for low achievers offered in MCPS elementary and secondary schools, as well as in basic skills courses offered in secondary schools only.

METHODOLOGY

Ninety-one schools--58 elementary, 19 intermediate, and 14 senior high schools--were included in the study sample. All 91 schools participating in the study were asked to report the number of students, who in May, 1979, had received "pull-out" instruction in reading from the schools' reading specialists in addition to reading instruction provided in their regular classrooms. Data on enrollments in basic skills course in all secondary schools were obtained from central office records. All data collected on students were classified by sex and race.

FINDINGS

- At all school levels black students were more likely to be receiving remedial reading instruction than were white students. However, when participation rates were compared to one indicator of need, percentage of students scoring below the fourth stanine in reading comprehension on the Iowa Test of Basic Skills, it appeared that many black students with reading problems remained unserved. (See Exhibit 7.1.)

- At all school levels the percentage of Hispanic students participating in remedial reading programs was only slightly greater than that of whites. However, in comparison to need, as assessed by test score performance, Hispanics, too, appeared to be underserved. (See Exhibit 7.1.)

- At the lower grade levels, the participation rate of Asians was also substantially higher than that of whites. However, there was a sharp decline in participation at the secondary school level. Participation rates generally exceeded need as measured by test scores. One possible explanation for this discrepancy is that substantial numbers of these students were excluded from testing due to language difficulty. (See Exhibit 7.1.)

- While the participation rates for males was consistently higher than that for females, this difference was generally small (two to three percentage points). The only substantial difference was for black senior high school students where the participation rate for males was almost twice that for females.

EXHIBIT 7.1

Participation of Students in Remedial Reading Programs by Race: All School Levels (n=91)
1978-79

Race	Percentage & Number Participating in Remedial Reading Programs		Percentage Needing Assistance as Indicated by Test Score*
ELEMENTARY SCHOOLS			
White	11%	1,761	10%
Black	21	480	32
Hispanic	8	92	14
Asian	21	167	8
MIDDLE SCHOOLS			
White	12	240	11
Black	26	67	42
Hispanic	24	25	25
Asian	72	41	11
JUNIOR HIGH SCHOOLS			
White	7	640	11
Black	19	188	40
Hispanic	9	48	27
Asian	9	33	13
SENIOR HIGH SCHOOLS			
White	5	746	13
Black	18	293	15
Hispanic	7	39	28
Asian	7	36	16

*Percentage of students scoring below the 4th stanine on a reading comprehension subtest.

- For all seven basic skills courses--English, Communications, Reading, Mathematics, Science, Social Studies, and On-the-Job Training--blacks and Hispanics were overrepresented relative to whites and Asians. In English, the participation rate of black students was almost four times that of whites. (See Exhibit 7.2.)

IMPLICATIONS

The most important thing that can be said about this study is the fact that black and Hispanics students do not appear to receive enough pullout remedial reading assistance. When these students' participation rates in pullout remedial reading assistance programs are compared to their need for remediation (scores on the reading comprehension subtest of the Iowa Test of Basic Skills) the data show that these students are underserved. When interpreting the findings of this study it is, however, important to keep in mind that these data were collected for one year only. The degree to which these findings would persist overtime is unknown. In addition, it is also important to keep in mind that nothing is known about the types of programs or services are provided to students inclass. Information on what services are provided in class to students with academic needs may have altered the conclusions reached by this study.

Source: Hawkins, J.A. and Frechtling, J.A. The Minority/Majority Experiences Study, 1978-79: Programs for Low Achieving Students. Rockville, MD, Montgomery County Public Schools. April, 1981.

Analyzed by J. A. Hawkins

EXHIBIT 7.2

Summary of Student Participation in 1978-79 in Basic Skills Courses in the Seven Major Subject Areas in Junior and Senior High Schools Participating in the Minority/Majority Experiences Study

Course	Number of Students Enrolled	Percentage of Each Racial Group Enrolled				
		White	Black	Hispanic	Asian	Total
English	2,683	11%	37%	15%	10%	13%
Communications	77	2	5	2	1	3
Reading	595	5	14	12	6	7
Mathematics	1,798	9	21	13	4	10
Science	1,451	7	16	11	7	8
Social Studies	1,890	10	26	15	13	12
On-the-Job Training	155	4	8	1	1	4

Section 8

DIFFERENCES IN SCHOOL AND SELF ATTITUDES

BACKGROUND

A recent longitudinal study of pupils from sixth through eighth grade revealed significant differences between groups in pupil attitudes toward school and learning, and toward themselves and their peers (see Exhibit 8.1). Blacks and whites were more similar to each other than either was to Asians or Hispanics, and where they differed the sex differences tended to exceed the race differences. Race and sex differences were both greater among Asians and Hispanics than among blacks and whites. Details of the specific areas in which these differences were observed are summarized below.

FINDINGS

Self Concept

At entry to sixth grade, black, white and Hispanic males had higher self concept scores on the average than any of the female groups while Asian males and females had lower scores than any of the other groups. Among all the sex and race groups, black males averaged the highest self concept scores, followed closely by white males. This pattern generally persisted through the end of seventh grade.

The self concept scores studied here were largely socially defined by such factors as popularity, physical appearance and prowess and generally positive self evaluation. Academic performance or status did not enter into this score. In addition, these self concept scores demonstrated no relationship to academic performance for the groups studied.

These data suggest that there is no simple relationship between self concept and academic achievement. Thus, attempts to close the academic performance gap between blacks and whites by means of self concept enhancement may not yield commensurate achievement gains.

Achievement Motivation

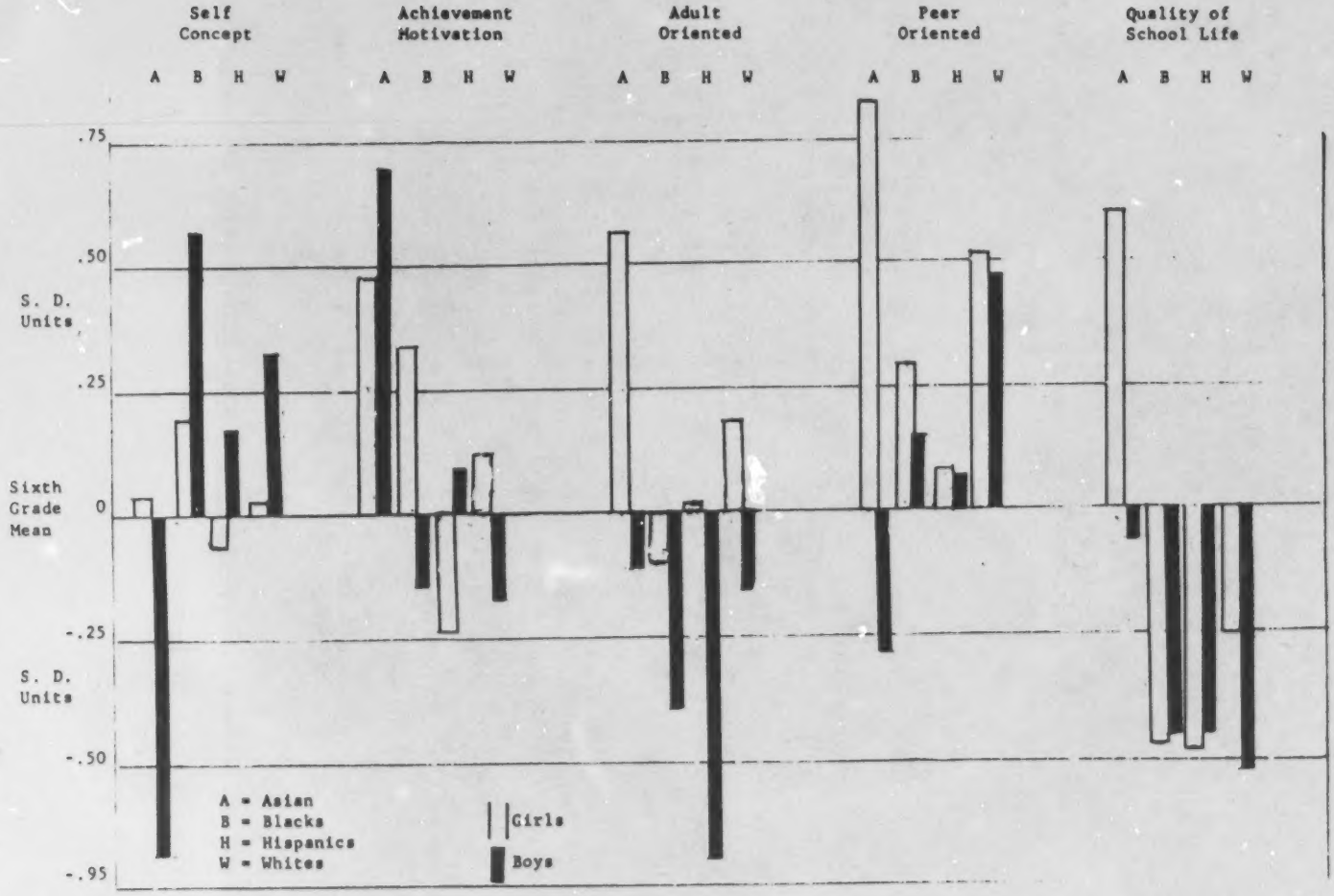
On a scale measuring desire to work for grades and expectations for producing good results from working, Asian males and females were significantly higher than all other groups by the end of seventh grade. Blacks and whites again showed similar patterns with females in both groups averaging higher than the males. For Hispanics, however, females scored lower than males.

Higher scores on this measure were somewhat related to later academic gains, and higher past achievement was similarly related to later achievement motivation scores. There is some evidence that this score is more strongly related to academic performance for blacks than it is for whites. Under such circumstances, attempts to enhance pupils' interest in school work and expectations for success would have a higher yield in academic performance for blacks than for whites.

EXHIBIT 8.1

RACE AND SEX DIFFERENCES ON ATTITUDES
TOWARD SCHOOL, SELF, AND PEERS

(SPRING, GRADE 7)



BEST COPY AVAILABLE

Adult Oriented

Another scale assessed pupils' orientation toward and affiliation for adults as opposed to peers. For all race groups males were lower than females on this scale, and by the end of seventh grade black and Hispanic males were particularly low on this scale. Higher scores on this scale tended to be associated with higher academic performance.

Peer Oriented

On a scale measuring orientation toward and affiliation for peers as opposed to adults, scores for all groups increased steadily from sixth to eighth grade. White males and females averaged higher than other groups except for Asian females who averaged much higher than other pupils. This scale did not relate directly to academic performance.

Quality of School Life

A scale which assessed relationships with teachers and satisfaction with school and learning showed steady declines for most groups from sixth through eighth grade. However, Asian females scored much higher than others on this scale. For some pupils this score was positively related to achievement while for others it was negatively associated with academic performance. No simple extrapolations can be made about what constitutes the quality of school life for different types of pupils, nor about how the perceived quality of school life relates to academic performance.

SUMMARY

The attitude scores reported here appear to differentiate pupils significantly. But, what remains to be studied in more detail are the patterns or profiles of these attitudes and their implications for learning and social conditions in the school. For example, do the high self concept scores of black males coupled with their low adult orientation and quality of school life scores portend school problems in the senior high school? Or, for Asian males does their pattern of low self concept, high achievement motivation and low peer orientation suggest an exclusion from wider involvements in school, or a basis for social independence and work which yield higher self concepts later in their school careers? And, are the sources of such differences to be found largely in the home, the peer environment or the school?

Source: Data from the Middle School Evaluation, 1979-82

Analyzed by John C. Larson

Section 9

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

BACKGROUND

Each year, MCPS collects data regarding student participation in extracurricular activities. As one of the Black Relations Action Steps, this is a board-mandated activity. Since 1981 the Department of Educational Accountability has collected the data and reported it to the board. This report summarizes student participation in extracurricular activities during the 1982-83 school year for elementary and secondary school students. The report also includes overall participation rates in extracurricular activities for the 1981-82, 1980-81, and 1979-80 school years.

METHODOLOGY

All athletic and nonathletic data were obtained in 1981-82 and 1982-83 from participation rosters provided by the schools. These rosters identified participants by student number and were linked to information contained on the MCPS data base such as race, sex and type of handicapping condition. A modified form of this system was used for collecting data on participation in secondary school athletic activities for the 1980-81 school year. However, data for 1980-81 and 1979-80 for nonathletic activities were obtained from activity sponsors in summary form only at the end of the school years. Because of this, these data have some limitations. First, some errors may have been introduced by the need for sponsors to determine students' racial group membership. Second, information on race within sex is not provided. Finally, since the data were collected at the end of the year, the possibility that errors in recall occurred for some of the activities taking place in the early months of the school year cannot be dismissed. In light of these limitations, comparisons of participation rates across school years should be done with extreme caution.

FINDINGS

- At the elementary school level, minority students tended to be underrepresented in extracurricular activities. At the secondary school level, in contrast, both overall and by area, the representation of each racial group came close to its representation in population. However, participation rates varied by specific activity. For example, at the secondary school level, black males tended to be overrepresented in athletic activities. Both male and female Asians, black females, and Hispanic females were underrepresented. (See Exhibits 9.1 and 9.2.)

- At the secondary school level, an examination of the four major racial groups participation in athletic extracurricular activities over a three period reveals that overall participation by whites approximately equals their representation in the total MCPS population. Little change has occurred for Asians and Hispanics. As for blacks, over a three year period their participation in athletics has increased slightly, and, overall, blacks remain slightly overrepresented in athletics. Specifically, the percentage of students participating in athletics for each racial

EXHIBIT 9.1

Percentage of Each Race and Sex Group Participation in Extracurricular Activities During the 1981-82 & 1982-83 School Years

SEX OF STUDENT	Male		Female		All Students	
SCHOOL YEAR	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83
ELEMENTARY SCHOOLS						
White	14%	13%	22%	19%	18%	15%
Black	10	10	17	13	13	11
Asian	10	10	15	14	12	12
Hispanic	8	8	11	9	9	9
Total	13	12	20	17	17	14
SECONDARY SCHOOLS						
Athletics						
White	29%	30%	26%	28%	28%	29%
Black	36	41	22	28	29	34
Asian	20	20	17	19	19	20
Hispanic	27	27	16	16	22	22
Total	29	30	25	27	27	29
Nonathletics						
White	17%	19%	23%	25%	20%	22%
Black	10	19	17	24	14	21
Asian	14	16	18	20	16	18
Hispanic	8	11	12	14	10	12
Total	16	19	21	24	18	21

NOTE; All percentages are based on June 1983 enrollment figures.

EXHIBIT 9.2

Percentage of Participants by Race and Sex for Extracurricular Activities During the 1981-82 & 1982-83 School Years

SCHOOL YEAR	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83
SEX OF STUDENT	Male		Female		All Students	
ELEMENTARY SCHOOLS						
White	81 (73)*	78 (72)	80 (73)	79 (72)	80 (73)	79 (72)
Black	11 (14)	10 (13)	12 (14)	11 (14)	11 (14)	11 (13)
Asian	6 (8)	8 (9)	6 (9)	7 (9)	6 (8)	8 (9)
Hispanic	3 (5)	4 (5)	3 (5)	3 (5)	3 (5)	3 (5)
SECONDARY SCHOOLS						
Athletics						
White	77 (77)	75 (76)	83 (79)	81 (77)	80 (78)	78 (77)
Black	15 (12)	16 (12)	11 (12)	12 (12)	13 (12)	14 (12)
Asian	4 (6)	5 (7)	4 (6)	5 (7)	4 (6)	5 (7)
Hispanic	4 (4)	4 (4)	2 (4)	2 (4)	3 (4)	3 (4)
Nonathletics						
White	84 (77)	79 (76)	84 (79)	80 (77)	84 (78)	80 (77)
Black	8 (12)	12 (12)	10 (12)	12 (12)	9 (12)	12 (12)
Asian	6 (6)	6 (7)	5 (6)	5 (7)	5 (6)	6 (7)
Hispanic	2 (4)	3 (4)	2 (4)	2 (4)	2 (4)	2 (4)

*Numbers in the parenthesis represent the percentage of that racial group in the total MCPS school population.

NOTE: All percentages are based on June enrollment figures, and percentages may not total to 100 due to rounding.

group and the percentage of each racial group (in parentheses) in the total MCPS population follows:

SCHOOL YEAR	1980-81	1981-82	1982-83
Whites	82% (81%)	80% (78%)	78% (77%)
Blacks	11 (11)	13 (12)	14 (12)
Asians	4 (5)	4 (6)	5 (7)
Hispanics	3 (4)	3 (4)	3 (4)

- Trend data for nonathletic data, similar to that presented above for athletic data, are available for only two school years because different data collection techniques were used. The two year trend data showed that black students participation in nonathletic extracurricular activities increased noticeably. During the 1981-82 school year black participation rates for nonathletic activities showed that black students were underrepresented in these activities; however, the 1982-83 participation rates generally showed that black students participation in these activities equals their representation in the total MCPS population. Asians and Hispanics over the two year period remained slightly underrepresented. White students remain slightly overrepresented in nonathletics. Specifically, the percentage of students participating in nonathletics for each racial group and the percentage of each racial group (in parentheses) in the total MCPS population follows:

SCHOOL YEAR	1981-82	1982-83
Whites	84% (78%)	80% (77%)
Blacks	9 (12)	12 (12)
Asians	5 (6)	6 (7)
Hispanics	2 (4)	2 (4)

- Detailed data on participation rates for individual activities are presented in Exhibits 9.3 through 9.14.

IMPLICATIONS

At the elementary school level the data generally show that minority students are underrepresented; however, this finding has to be balanced against the fact that at the elementary school level the opportunity to to participate in extracurricular activities is limited to very few activities.

It is more difficult to interprete the findings at the secondary school level. Overall the data suggest that minority students' participation in extracurricular activities closely matches their representation in the total MCPS student population. However, differences continue to exist when athletic and nonathletic activities are considered separately. The athletic data generally show that black males are overrepresented in athletic activities. Nonetheless, when individual athletic activities are considered we find that black students are probably underrepresented in more athletic activities than they are overrepresented in them. Black males are overrepresented in basketball, track, and football; however, they

EXHIBIT 9.3

Participation in Extracurricular Activities in MCPS Elementary Schools During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Male	Female	Handicapped[1]
	(1982-83)	72.4	13.2	9.0	5.1	50.9	49.1	11.0
	(1981-82)	73.5	13.7	7.9	4.8	51.8	48.2	11.0
	(1980-81)	76.0	12.9	6.8	4.1	51.6	48.4	-
	(1979-80)	78.4	12.3	5.5	3.6	51.4	48.6	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage Participating By Sex		Percentage of Handicapped Student
			White	Black	Asian	Hispanic	Male	Female	
Art Club	(1982-83)	54	94.4	0.0	5.6	0.0	22.2	77.8	18.5
	(1981-82)	61	80.3	13.1	6.6	0.0	45.9	54.1	18.0[2]
	(1980-81)	127	75.5	13.4	9.4	1.5	40.0	60.0	ND
	(1979-80)	48	89.2	5.8	1.9	2.9	50.6	49.3	ND
Audiovisual		57	70.2	7.0	12.3	10.5	54.4	45.6	12.3
		56	80.4	8.9	3.6	5.4	46.4	54.6	14.3
		93	71.0	20.4	5.3	3.2	54.8	45.2	ND
		178	87.2	5.2	8.1	0.0	62.4	37.5	ND
Band		151	86.8	4.0	7.3	2.0	34.4	65.6	8.6
		142	78.9	14.1	5.6	1.4	47.2	52.8	12.7
		104	79.8	14.4	3.8	1.9	52.1	47.9	ND
		486	84.4	9.5	2.2	3.8	42.6	57.3	ND
Chorus		1,388	74.7	14.3	8.3	2.7	30.1	69.9	12.7
		1,878	79.0	14.2	4.8	2.0	29.2	70.8	13.7
		2,040	75.1	16.3	6.2	2.3	29.3	70.7	ND
		2,639	74.9	15.0	5.0	3.9	27.9	71.9	ND
Computer Club		104	87.5	3.8	4.8	3.8	57.7	42.3	19.2
		69	91.3	0.0	2.9	5.8	50.7	49.3	7.2
		No data reported							
		No data reported							
Drama Club		482	74.1	15.8	7.7	2.5	33.0	67.0	10.2
		399	78.9	12.5	5.0	3.5	31.1	68.9	8.3
		797	74.3	16.7	6.2	2.7	40.7	59.3	ND
		1,087	80.6	11.8	4.8	2.8	35.9	64.0	ND
French Club		102	73.5	7.8	14.7	3.9	42.2	57.8	11.8
		164	75.0	13.4	9.8	1.8	50.0	50.0	15.9
		No data reported							
		No data reported							
Instrumental Music		252	74.2	8.7	14.3	2.8	35.3	64.7	12.7
		516	82.4	9.1	6.4	1.9	38.6	61.4	11.8
		382	77.4	10.2	9.9	2.3	48.4	51.6	ND
		153	69.7	23.2	6.6	3.5	37.7	62.2	ND
Library Assn.		256	76.9	13.7	7.8	1.6	28.1	71.9	14.1
		509	78.8	10.4	7.5	2.9	26.3	73.7	13.6
		416	79.8	10.8	5.8	3.6	23.5	76.5	ND
		169	80.9	9.3	8.0	1.7	36.0	64.0	ND

0311S

BEST COPY AVAILABLE

EXHIBIT 9.3

(Continued)

Participation in Extracurricular Activities in
MCPS Elementary Schools During the
1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Male	Female	Handicapped[1]
	(1982-83)	72.4	13.2	9.0	5.1	50.9	49.1	11.0
	(1981-82)	73.5	13.7	7.9	4.8	51.8	48.2	11.0
	(1980-81)	76.0	12.9	6.8	4.1	51.6	48.4	-
	(1979-80)	78.4	12.3	5.5	3.6	51.4	48.6	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage Participating By Sex		Percentage of Handicapped Student
			White	Black	Asian	Hispanic	Male	Female	
Math Club	(1982-83)	39	53.8	28.2	17.9	0.0	41.0	59.0	7.7
	(1981-82)	66	62.1	25.8	10.6	1.5	42.4	57.6	12.1
	(1980-81)	No data reported							
	(1979-80)	No data reported							
Newspaper		136	72.8	15.4	8.1	3.7	32.4	67.6	15.4
		180	76.1	12.8	8.9	2.2	32.2	67.8	7.8
		206	67.0	19.4	5.8	7.7	36.9	63.1	ND
		358	76.7	14.4	6.1	2.7	33.6	66.3	ND
Safety Patrol		2,542	80.7	8.0	7.7	3.6	38.7	61.3	10.2
		3,244	80.6	10.1	6.1	3.1	38.5	61.5	9.6
		3,927	79.3	11.2	6.2	3.2	41.1	58.9	ND
		3,877	79.6	13.4	5.3	3.9	39.2	60.4	ND
School Store		154	82.5	7.8	6.5	3.2	39.6	60.4	9.1
		209	84.7	1.4	8.1	5.7	37.3	62.7	11.0
		233	83.2	6.0	6.4	4.3	45.5	54.5	ND
		164	86.0	6.9	4.7	2.2	46.7	53.2	ND
Student Gov't Assn. (SGA)		1,295	84.5	7.2	6.6	1.8	50.7	49.3	11.4
		1,414	82.5	10.2	5.5	1.8	50.6	49.4	11.9
		406	84.2	7.9	4.6	3.2	44.6	55.4	ND
		1,735	82.1	9.3	4.7	2.3	48.6	49.7	ND
TV Studio		143	83.9	6.3	7.7	2.1	36.4	63.6	4.9
		132	82.6	14.4	2.3	0.8	31.1	68.9	6.1
		No data reported							
		No data reported							

[1] Handicapped category includes students with speech, auditory, visual, and orthopedic impairments. It also includes learning disabled and emotional impaired students.

[2] ND, no data available.

0311S

BEST COPY AVAILABLE

EXHIBIT 9.4

Participation in Athletic Extracurricular Activities in MCPS Secondary Schools During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Handicapped[1]
	(1982-83)	77.0	11.8	6.8	4.2	11.0
	(1981-82)	79.3	11.2	5.3	4.0	11.0
	(1980-81)	81.3	10.5	4.5	3.5	-
	(1979-80)	83.4	9.8	3.5	3.1	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage of Handicapped Student
			White	Black	Asian	Hispanic	
Baseball - Varsity	(1982-83)	338	88.5	8.6	0.6	2.4	4.4
	(1981-82)	374	88.5	6.7	2.1	2.7	3.7
	(1980-81)	382	89.5	6.2	2.4	1.9	ND[2]
	(1979-80)	299	91.8	5.2	1.4	1.5	ND
Baseball - JV		366	86.3	8.2	3.8	1.6	5.7
		323	87.0	8.0	2.2	2.8	6.2
		285	85.2	8.4	3.0	3.4	ND
		253	88.7	6.2	0.5	4.2	ND
Basketball - Boys 8th Grade		299	60.9	35.1	2.3	1.7	10.4
		397	63.7	34.3	0.8	1.3	9.6
		No data reported					ND
		No data reported					ND
Basketball - Girls 8th Grade		337	68.2	27.3	3.0	1.5	4.4
		382	77.2	18.1	1.3	2.6	4.2
		306	65.2	27.7	3.6	3.0	ND
		262	74.3	21.6	2.3	1.6	ND
Basketball - Boys 9th Grade		175	59.4	34.3	2.3	4.0	11.4
		189	65.6	30.2	2.6	1.6	7.4
		277	59.3	36.6	2.9	1.1	ND
		278	64.0	30.0	2.5	2.7	ND
Basketball - Girls 9th Grade		121	71.9	23.1	1.7	3.3	5.8
		154	67.5	24.0	5.8	2.6	3.2
		208	70.0	24.6	2.0	3.5	ND
		220	79.1	18.0	1.0	1.2	ND
Basketball - Boys Varsity		285	58.6	40.4	0.4	0.7	11.5
		333	57.2	39.9	1.2	0.9	6.6
		296	60.2	38.0	1.1	0.7	ND
		192	67.1	31.5	0.5	0.0	ND
Basketball - Boys JV		296	64.5	33.8	1.7	0.0	6.7
		281	64.1	33.5	1.1	1.4	7.5
		291	68.5	27.0	1.9	2.6	ND
		147	63.6	34.7	0.5	0.0	ND
Basketball - Girls Varsity		241	82.6	16.2	0.8	0.4	1.2
		238	76.9	21.0	0.4	1.7	1.3
		262	83.9	13.7	0.8	1.6	ND
		233	80.0	16.1	2.6	1.1	ND
Basketball - Girls JV		237	75.1	19.4	2.1	3.4	2.5
		215	82.8	13.5	1.9	1.9	2.8
		272	82.7	15.3	0.8	1.2	ND
		177	80.9	15.0	2.6	1.3	ND

0311S

BEST COPY AVAILABLE

EXHIBIT 9.4

(Continued)

Participation in Athletic Extracurricular Activities
in MCPS Secondary Schools
During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Handicapped[1]
	(1982-83)	77.0	11.8	6.8	4.2	11.0
	(1981-82)	79.3	11.2	5.3	4.0	11.0
	(1980-81)	81.3	10.5	4.5	3.5	-
	(1979-80)	83.4	9.8	3.5	3.1	-

Activity Name	Number of Participants	Percentage Participating By Race				Percentage of Handicapped Student
		White	Black	Asian	Hispanic	
Cheerleaders - (1982-83)	369	79.4	16.8	2.7	1.1	2.2
Varsity (1981-82)	280	83.6	11.1	3.2	2.1	1.4
(1980-81)	88	80.2	12.8	4.7	2.3	ND
(1979-80)	223	79.3	15.2	3.7	0.5	ND
Cheerleaders - JV	280	83.9	11.8	2.1	2.1	1.8
	177	84.7	10.2	2.3	2.8	0.6
	54	75.0	15.4	1.9	7.7	ND
	184	74.4	14.0	3.5	1.6	ND
Cheerleaders	289	78.9	17.0	2.8	1.4	3.1
(Intermediate)	349	84.0	10.9	3.4	1.7	3.7
	305	73.3	19.6	5.1	1.3	ND
	562	76.7	19.6	1.5	2.3	ND
Cross Country	521	89.6	4.8	3.8	1.7	1.9
	575	89.2	5.9	3.8	0.7	2.1
	593	91.0	4.0	3.0	1.9	ND
	433	86.0	8.3	3.7	1.3	ND
Cross Country	785	85.9	9.3	3.6	1.3	6.8
(Intermediate)	706	86.1	8.1	3.1	2.4	5.7
	656	85.1	6.4	3.7	2.0	ND
	630	86.7	5.2	3.9	1.7	ND
Field Hockey - Varsity	433	92.4	2.5	3.0	2.1	1.2
	389	93.6	2.3	3.6	0.5	1.5
	382	93.2	1.7	3.1	2.0	ND
	324	90.7	6.0	2.3	0.5	ND
Football - Varsity	1122	74.6	21.1	2.2	2.0	7.5
	899	73.4	23.4	1.2	1.9	6.6
	991	76.6	20.8	1.0	1.6	ND
	854	72.2	21.1	2.5	4.2	ND
Football - JV	749	75.2	19.2	2.0	3.6	10.1
	838	78.8	16.6	1.9	2.5	7.0
	825	76.8	18.6	2.1	2.4	ND
	583	72.6	22.1	1.0	4.2	ND
Golf	225	92.9	0.9	4.0	2.2	4.4
	208	94.7	0.5	2.4	2.4	2.4
	197	94.1	2.7	2.1	1.1	ND
	148	94.7	2.6	1.6	0.5	ND

0311S

BEST COPY AVAILABLE

EXHIBIT 9.4
(Continued)

Participation in Athletic Extracurricular Activities
in MCPS Secondary Schools
During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Handicapped[1]
	(1982-83)	77.0	11.8	6.8	4.2	11.0
	(1981-82)	79.3	11.2	5.3	4.0	11.0
	(1980-81)	81.3	10.5	4.5	3.5	-
	(1979-80)	83.4	9.8	3.5	3.1	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage of Handicapped Student
			White	Black	Asian	Hispanic	
Gymnastics - Boys	(1982-83)	17	94.1	5.9	0.0	0.0	5.9
	(1981-82)	72	83.3	6.9	4.2	5.6	6.9
	(1980-81)	95	85.1	2.3	4.6	8.0	ND
	(1979-80)	56	77.8	9.3	7.2	5.6	ND
Gymnastics - Boys (Intermediate)		20	55.0	40.0	5.0	0.0	15.0
		27	77.8	11.1	3.7	7.4	14.8
		40	69.2	22.6	2.5	5.6	ND
		64	87.0	7.2	4.3	1.2	ND
Gymnastics - Girls		168	91.7	3.0	3.6	1.8	2.8
		241	88.8	4.1	3.7	3.3	0.8
		209	89.4	5.0	2.0	3.5	ND
		75	98.4	1.0	0.5	0.0	ND
Gymnastics - Girls (Intermediate)		103	78.6	5.8	11.7	3.9	1.2
		107	82.2	14.0	1.9	1.9	5.6
		241	78.5	15.8	4.0	1.5	ND
		131	83.2	10.2	3.3	3.1	ND
Gymnastics - (COED)		41	80.5	9.8	9.8	0.0	11.9
		No data reported					
		No data reported					
		No data reported					
Pompons		638	85.4	9.6	3.6	1.4	1.3
		501	81.6	11.4	3.0	4.0	0.8
		122	79.5	14.5	3.4	2.6	ND
		591	68.1	11.6	18.4	1.6	ND
Pompons (Intermediate)		444	71.8	19.6	5.6	2.9	2.7
		463	86.2	8.2	3.0	2.6	2.6
		437	73.0	18.4	4.0	4.1	ND
		386	75.2	18.2	3.6	2.7	ND
Soccer - Boys Varsity		389	75.1	7.8	5.4	11.7	2.3
		419	76.1	4.5	7.4	22.7	1.6
		431	80.2	3.4	6.6	9.8	ND
		344	83.4	4.9	3.1	8.4	ND
Soccer - Boys JV		318	79.9	8.5	3.8	7.9	4.1
		378	79.9	6.3	3.7	10.1	3.2
		319	79.7	3.5	6.3	10.5	ND
		324	77.4	6.1	5.2	11.1	ND

0311S

BEST COPY AVAILABLE

EXHIBIT 9.4
(Continued)

Participation in Athletic Extracurricular Activities
in MCPS Secondary Schools
During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Handicapped
	(1982-83)	77.0	11.8	6.8	4.2	11.0
	(1981-82)	79.3	11.2	5.3	4.0	11.0
	(1980-81)	81.3	10.5	4.5	3.5	-
	(1979-80)	83.4	9.8	3.5	3.1	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage of Handicapped Student
			White	Black	Asian	Hispanic	
Soccer - Girls Varsity	(1982-83)	437	90.4	4.8	2.7	2.1	1.4
	(1981-82)	377	89.1	4.8	3.2	2.9	1.1
	(1980-81)	No data reported					
	(1979-80)	No data reported					
Soccer - Boys (Intermediate)		437	80.8	6.9	3.9	8.5	5.9
		558	76.5	7.7	5.0	10.6	5.0
		352	82.2	9.2	3.8	4.9	ND
		212	89.7	5.9	2.8	1.4	ND
Soccer - Girls (Intermediate)		487	84.4	7.8	4.7	3.1	3.5
		498	84.7	5.8	5.2	4.2	2.0
		No data reported					
		No data reported					
Softball - Boys Varsity		334	71.0	17.1	6.6	5.4	2.8
		No data reported					
		No data reported					
		No data reported					
Softball - Girls Varsity		319	86.8	10.0	1.6	1.6	0.9
		305	92.5	6.2	1.0	0.3	1.3
		296	91.4	5.7	1.1	1.8	ND
		121	94.4	3.9	0.5	0.5	ND
Softball - Girls JV		259	90.0	5.4	3.5	1.2	2.7
		252	85.7	6.0	4.0	4.0	2.4
		347	92.0	4.6	2.2	1.2	ND
		105	88.9	6.4	1.9	1.7	ND
Swimming		940	95.2	0.9	2.3	1.6	2.1
		922	94.9	1.3	2.7	1.0	2.1
		879	94.6	2.0	1.6	1.8	ND
		578	88.9	2.3	1.0	1.0	ND

BEST COPY AVAILABLE

EXHIBIT 9.4
(Continued)

Participation in Athletic Extracurricular Activities
in MCPS Secondary Schools
During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Handicapped[1]
	(1982-83)	77.0	11.8	6.8	4.2	11.0
	(1981-82)	79.3	11.2	5.3	4.0	11.0
	(1980-81)	81.3	10.5	4.5	3.5	-
	(1979-80)	83.4	9.8	3.5	3.1	-

Activity Name	Number of Participants	Percentage Participating By Race				Percentage of Handicapped Student
		White	Black	Asian	Hispanic	
Tennis - Boys (1982-83)	301	82.1	5.3	11.3	1.3	1.0
(1981-82)	289	83.0	5.5	10.0	1.4	1.7
(1980-81)	268	81.5	5.4	10.8	2.3	ND
(1979-80)	219	84.1	3.2	8.5	4.1	ND
Tennis - Girls	329	85.4	3.0	10.7	0.9	1.2
	292	88.7	4.8	5.5	0.7	1.0
	283	88.6	4.4	5.1	1.8	ND
	222	86.0	3.7	4.4	2.6	ND
Tennis (Intermediate)	362	83.1	5.5	10.5	0.8	3.0
	362	83.4	3.9	11.6	1.1	2.2
	347	83.3	5.8	6.2	4.5	ND
	351	82.8	7.1	5.5	5.0	ND
Track Indoor	760	78.3	12.8	5.9	3.0	3.9
	558	77.6	16.8	3.8	1.8	2.1
	589	79.7	14.7	3.3	2.4	ND
	219	66.7	26.0	3.5	3.6	ND
Track - Boys	795	71.1	21.5	3.9	3.5	6.8
	728	70.7	22.8	3.6	2.7	5.9
	685	70.2	24.9	3.2	1.7	ND
	470	69.8	26.0	2.2	1.4	ND
Track - Girls	480	77.9	17.5	2.9	1.7	3.5
	498	79.3	16.3	4.0	0.4	3.2
	No data reported					
	No data reported					
Track - Boys (Intermediate)	718	65.5	25.8	4.5	4.3	13.8
	997	65.7	26.0	5.6	2.4	11.7
	835	61.7	31.8	3.6	3.0	ND
	811	71.5	21.2	4.7	3.2	ND
Track - Girls (Intermediate)	669	69.6	24.4	3.4	2.5	4.5
	1000	72.5	21.3	4.4	1.6	6.0
	772	60.8	30.8	4.7	3.6	ND
	708	72.0	24.1	2.6	1.0	ND

BEST COPY AVAILABLE

EXHIBIT 9.4
(Continued)

Participation in Athletic Extracurricular Activities
in MCPS Secondary Schools
During the 1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Handicapped[1]
	(1982-83)	77.0	11.8	6.8	4.2	11.0
	(1981-82)	79.3	11.2	5.3	4.0	11.0
	(1980-81)	81.3	10.5	4.5	3.5	-
	(1979-80)	83.4	9.8	3.5	3.1	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage of Handicapped Student
			White	Black	Asian	Hispanic	
Volleyball - Girls Varsity	(1982-83)	241	75.8	8.8	7.1	8.3	1.4
	(1981-82)	227	81.9	7.5	6.6	4.0	0.4
	(1980-81)	267	84.3	5.9	5.1	4.7	ND
	(1979-80)	95	90.6	5.1	0.5	3.2	ND
Volleyball - Girls JV		207	81.2	7.2	8.2	3.4	2.1
		126	77.0	7.9	8.7	4.8	0.8
		158	84.2	8.9	3.4	3.4	ND
		48	93.8	6.1	0.0	0.0	ND
COED Varsity Volleyball		356	66.0	9.3	15.4	9.3	3.9
		272	69.1	7.4	15.8	7.0	1.8
		385	68.6	11.5	7.4	8.5	ND
		226	79.8	9.5	7.1	4.1	ND
COED JV Volleyball		201	68.2	10.9	15.4	5.5	2.1
		No data reported					
		No data reported					
		No data reported					
COED Volleyball (Intermediate)		372	73.1	6.5	14.2	6.2	4.8
		405	76.0	6.7	8.4	8.6	6.8
		No data reported					
Wrestling - Varsity		486	87.7	5.3	3.9	3.1	8.4
		473	90.7	2.7	4.0	2.7	7.2
		598	86.0	6.6	5.6	1.8	ND
		322	91.2	5.7	3.0	1.3	ND
Wrestling - JV		95	91.8	6.2	1.0	1.0	14.4
		75	90.7	2.7	4.0	2.7	16.0
		28	95.7	0.0	0.0	4.3	ND
		214	92.3	2.9	4.3	3.7	ND

[1]Handicapped category includes students with speech, auditory, visual, and orthopedic impairments. It also includes learning disabled and emotional impaired students.

[2]ND, no data available.

0311S

BEST COPY AVAILABLE

EXHIBIT 9.5

Participation in Intramurals/Miscellaneous Sports Activities
in MCPS Secondary Schools During the
1979-80, 1980-81, 1981-82 and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Male	Female	Handicapped[1]
	(1982-83)	77.0	11.8	6.8	4.2	49.5	50.5	11.0
	(1981-82)	79.3	11.2	5.3	4.0	49.3	50.7	11.0
	(1980-81)	81.3	10.5	4.5	3.5	50.1	49.9	-
	(1979-80)	83.4	9.8	3.5	3.1	50.0	50.0	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage Participating By Sex		Percentage of Handicapped Student
			White	Black	Asian	Hispanic	Male	Female	
Bowling	(1982-83)	58	87.9	3.4	5.2	3.4	86.4	13.6	10.2
	(1981-82)	76	82.9	7.9	7.9	1.3	56.6	43.4	7.9
	(1980-81)	24	83.3	4.1	12.5	0.0	54.1	45.8	ND[2]
	(1979-80)	121	86.8	4.4	8.1	0.0	55.5	44.4	ND
Drill Team		75	86.7	5.3	4.0	4.0	0.0	100.0	12.0
		36	83.3	5.6	11.1	0.0	0.0	100.0	5.6
		No data reported							
		No data reported							
Letterman		43	79.1	11.6	9.3	0.0	83.7	16.3	2.3
		16	75.0	25.0	0.0	0.0	56.3	43.8	0.0
		No data reported							
		No data reported							
Pep Club		133	76.7	18.8	3.0	1.5	12.0	88.0	15.8
		109	73.4	19.3	5.5	1.8	16.5	83.5	4.6
		No data reported							
		No data reported							
Riflery		11	81.8	0.8	9.1	9.1	81.8	18.2	0.0
		12	100.0	0.0	0.0	0.0	100.0	0.0	0.0
		No data reported							
		No data reported							
Skiing		758	92.9	3.3	2.5	1.3	52.0	48.0	4.1
		637	94.2	2.2	2.4	1.1	49.8	50.2	5.5
		1,692	86.4	7.6	4.2	1.4	47.9	52.0	ND
		1,607	89.2	6.3	2.6	2.0	47.5	52.9	ND
Weight Training		89	74.2	16.9	7.9	1.1	91.0	9.0	4.5
		77	84.4	7.8	2.6	5.2	90.9	9.1	10.4
		No data reported							
		No data reported							

[1] Handicapped category includes students with speech, auditory, visual, and orthopedic impairments. It also includes learning disabled and emotional impaired students.

[2] ND, no data available.

0311S

BEST COPY AVAILABLE

EXHIBIT 9.6

Participation in Student Government/Honor Societies Activities
in MCPS Secondary Schools During the
1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Male	Female	Handicapped[1]
	(1982-83)	77.0	11.8	6.8	4.2	49.5	50.5	11.0
	(1981-82)	79.3	11.2	5.3	4.0	49.3	50.7	11.0
	(1980-81)	81.3	10.5	4.5	3.5	50.1	49.9	-
	(1979-80)	83.4	9.8	3.5	3.1	50.0	50.0	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage Participating By Sex		Percentage of Handicapped Student
			White	Black	Asian	Hispanic	Male	Female	
Honor Society	(1982-83)	752	85.6	3.3	10.0	1.1	31.4	68.6	1.1
	(1981-82)	528	83.3	3.8	9.5	3.4	36.0	64.0	0.6
	(1980-81)	846	78.9	2.4	5.0	1.0	36.3	63.6	ND
	(1979-80)	958	86.3	4.8	4.8	1.5	37.2	ND	ND
Keyettes		36	80.6	5.6	5.6	8.3	8.3	91.7	2.8
		62	87.1	4.8	8.1	0.0	3.2	96.8	0.0
		86	68.2	1.8	5.9	4.1	5.7	74.3	ND
		85	77.5	9.7	8.1	4.6	0.0	100.0	ND
Key Club		107	86.9	0.0	10.3	2.8	28.0	72.0	0.0
		No data reported							
		81	86.8	7.0	4.0	2.0	5.7	74.3	ND
		74	85.0	6.5	6.0	2.3	84.4	15.5	ND
Student Council		391	89.5	5.6	3.1	1.8	35.7	64.3	3.1
		484	82.6	8.9	5.6	2.9	35.3	64.7	2.7
		203	77.4	12.2	4.5	0.5	45.1	54.9	ND
		513	83.3	7.0	5.1	1.2	34.4	58.0	ND
Student Government (SGA)		1,064	83.3	11.2	3.2	2.3	37.4	62.6	4.4
		1,156	83.7	11.1	2.9	2.2	40.0	60.0	4.5
		860	76.0	9.8	6.2	2.7	35.0	65.0	ND
		1,073	78.5	14.2	4.2	2.5	40.3	59.7	ND

[1]Handicapped category includes students with speech, auditory, visual, and orthopedic impairments. It also includes learning disabled and emotional impaired students.

[2]ND, no data available.

0311S

BEST COPY AVAILABLE

EXHIBIT 9.7

Participation in Math/Science Clubs
in MCPS Secondary Schools During the
1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Male	Female	Handicapped[1]
	(1982-83)	77.0	11.8	6.8	4.2	49.5	50.5	11.0
	(1981-82)	79.3	11.2	5.3	4.0	49.3	50.7	11.0
	(1980-81)	81.3	10.5	4.5	3.5	50.1	49.9	-
	(1979-80)	83.4	9.8	3.5	3.1	50.0	50.0	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage Participating By Sex		Percentage of Handicapped Student
			White	Black	Asian	Hispanic	Male	Female	
Astronomy Club	(1982-83)	31	83.9	3.2	12.9	0.0	71.0	29.0	0.0
	(1981-82)	17	88.2	0.0	0.0	11.8	64.7	35.3	0.0
	(1980-81)	49	79.8	16.1	4.1	0.0	61.2	38.8	ND[2]
	(1979-80)	294	50.0	1.3	47.6	1.0	71.1	28.8	ND[2]
Lapidary Club		22	86.4	0.0	9.1	4.5	59.1	40.9	0.0
		13	84.6	15.4	0.0	0.0	69.2	30.8	0.0
		No data reported							
		No data reported							
Mathletes		167	59.9	1.2	38.3	0.6	66.5	33.5	0.6
		154	69.5	1.9	28.6	0.0	77.9	22.1	0.0
		136	68.9	4.5	26.5	0.0	62.9	37.0	ND
		3,980	85.8	9.6	3.7	3.4	44.7	56.2	ND
Math Club		34	61.8	23.5	14.7	0.0	76.5	23.5	5.9
		34	79.4	2.9	17.6	0.0	85.3	14.7	0.0
		60	77.2	0.0	22.7	0.0	68.8	31.1	ND
		No data reported							
Physics Club		31	77.4	0.0	19.4	3.2	87.1	12.9	3.2
		14	85.7	0.0	14.3	0.0	92.9	7.1	0.0
		No data reported							
		No data reported							
Science Club		87	81.6	4.6	12.6	1.1	74.7	25.3	4.6
		224	78.1	8.5	10.7	2.2	54.5	45.5	2.7
		141	72.0	3.0	23.0	2.0	74.5	25.4	ND
		25	87.5	5.0	7.5	0.0	67.5	32.5	ND

[1] Handicapped category includes students with speech, auditory, visual, and orthopedic impairments. It also includes learning disabled and emotional impaired students.

[2] ND, no data available.

0311S

BEST COPY AVAILABLE

EXHIBIT 9.8

Participation in Literary Clubs
in MCPS Secondary Schools During the
1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Male	Female	Handicapped[1]
	(1982-83)	77.0	11.8	6.8	4.2	49.5	50.5	11.0
	(1981-82)	79.3	11.2	5.3	4.0	49.3	50.7	11.0
	(1980-81)	81.3	10.5	4.5	3.5	50.1	49.9	-
	(1979-80)	83.4	9.8	3.5	3.1	50.0	50.0	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage Participating By Sex		Percentage of Handicapped Student
			White	Black	Asian	Hispanic	Male	Female	
Literary Magazine	(1982-83)	112	75.9	8.9	14.3	0.9	43.8	56.3	1.8
	(1981-82)	201	85.1	6.5	5.5	2.5	28.9	71.1	0.0
	(1980-81)	177	83.6	5.0	9.0	2.2	28.2	73.2	ND[2]
	(1979-80)	188	77.2	7.2	11.9	3.6	32.9	67.0	ND
Newspaper		504	85.1	5.8	6.7	2.4	41.9	58.1	2.6
		681	84.4	5.9	6.6	3.1	45.2	54.8	2.5
		485	86.1	7.0	4.7	1.7	47.8	52.5	ND
		572	86.4	7.8	3.6	1.8	43.3	56.4	ND
Yearbook		587	85.7	7.0	5.5	1.9	28.2	71.8	2.6
		523	86.8	5.2	6.5	1.5	26.8	73.2	2.9
		414	87.9	6.2	3.1	2.3	30.9	69.8	ND
		334	89.0	6.2	3.0	1.4	35.7	64.4	ND

[1] Handicapped category includes students with speech, auditory, visual, and orthopedic impairments. It also includes learning disabled and emotional impaired students.

[2] ND, no data available.

0311S

BEST COPY AVAILABLE

EXHIBIT 9.9

Participation in Language Clubs
in MCPS Secondary Schools During the
1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Male	Female	Handicapped[1]
	(1982-83)	77.0	11.8	6.8	4.2	49.5	50.5	11.0
	(1981-82)	79.3	11.2	5.3	4.0	49.3	50.7	11.0
	(1980-81)	81.3	10.5	4.5	3.5	50.1	49.9	-
	(1979-80)	83.4	9.8	3.5	3.1	50.0	50.0	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage Participating By Sex		Percentage of Handicapped Student
			White	Black	Asian	Hispanic	Male	Female	
Spanish Club	(1982-83)	69	75.4	5.8	4.3	14.5	21.7	78.3	0.0
	(1981-82)	139	82.7	3.6	3.6	10.1	20.1	79.9	0.0
	(1980-81)	56	51.5	6.1	6.6	15.6	23.2	56.8	ND[2]
	(1979-80)	98	80.0	6.7	1.9	11.2	28.4	71.5	ND
Spanish Honor Society		40	92.5	0.0	5.0	2.5	35.0	65.0	0.0
		No data reported							
		25	84.0	0.0	8.0	8.0	28.0	72.0	ND
		25	84.0	0.0	8.0	8.0	28.0	72.0	ND
French Club		61	77.0	1.6	18.0	3.3	30.6	69.4	0.0
		154	79.9	3.2	13.6	2.6	22.7	77.3	0.0
		99	79.0	7.9	12.1	0.0	24.6	75.4	ND
		85	65.3	12.4	20.5	1.6	16.4	83.5	ND
French Honor Society		48	85.4	4.2	6.3	4.2	22.9	77.1	0.0
		33	90.9	0.0	3.0	6.1	21.2	78.8	0.0
		39	97.4	2.5	0.0	0.0	23.0	ND	ND
		96	95.2	1.2	1.7	1.7	28.2	33.3	ND
German Club		27	88.9	3.7	3.7	3.7	33.3	66.7	0.0
		63	88.9	1.6	9.5	0.0	46.0	54.0	0.0
		178	90.1	2.3	5.7	1.5	47.2	52.8	ND
		81	89.6	5.8	4.4	0.0	53.9	46.0	ND
German Honor Society		19	100.0	0.0	0.0	0.0	47.4	52.6	5.3
		No data reported							
		39	93.4	0.0	6.6	0.0	37.9	62.0	ND
		40	93.3	0.0	6.6	0.0	39.3	60.6	ND

[1] Handicapped category includes students with speech, auditory, visual, and orthopedic impairments. It also includes learning disabled and emotional impaired students.

[2] ND, no data available.

0311S

BEST COPY AVAILABLE

EXHIBIT 9.10

Participation in Intellectual Pursuits
in MCPS Secondary Schools During the
1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Male	Female	Handicapped[1]
	(1982-83)	77.0	11.8	6.8	4.2	49.5	50.5	11.0
	(1981-82)	79.3	11.2	5.3	4.0	49.3	50.7	11.0
	(1980-81)	81.3	10.5	4.5	3.5	50.1	49.9	-
	(1979-80)	83.4	9.8	3.5	3.1	50.0	50.0	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage Participating By Sex		Percentage of Handicapped Student
			White	Black	Asian	Hispanic	Male	Female	
American Field Service	(1982-83)	122	79.5	6.6	7.4	6.6	27.0	73.0	0.8
	(1981-82)	373	87.4	3.2	6.2	2.7	23.1	76.9	0.8
	(1980-81)	231	85.1	4.5	6.8	3.8	23.2	76.8	ND[2]
	(1979-80)	302	87.8	3.1	4.5	4.5	20.2	79.7	ND
Chess Club		73	84.9	5.5	8.2	1.4	62.2	37.8	8.1
		71	83.1	2.8	12.7	0.0	84.5	15.5	8.5
		32	82.1	6.4	11.4	0.0	93.3	6.7	ND
		46	88.8	6.9	4.1	0.0	90.0	9.0	ND
Computer Club/Games		88	72.7	12.5	12.5	2.3	67.0	33.0	3.4
		96	83.3	1.0	14.6	0.0	83.3	16.7	1.0
		No data reported							
		No data reported							
Debate		106	83.0	3.8	13.2	0.0	56.6	43.4	1.9
		136	80.1	8.8	8.1	2.2	58.8	41.2	2.2
		190	79.6	14.1	5.3	0.0	59.4	33.3	ND
		177	81.3	8.0	7.4	3.1	59.7	32.5	ND
Discussion Forum		22	86.4	4.5	4.5	4.5	77.3	22.7	9.1
		51	80.4	7.8	9.8	2.0	60.8	39.2	0.0
		No data reported							
		No data reported							
Ebony Awareness/Black Studies		212	2.0	95.0	1.0	1.0	31.5	68.5	10.5
		95	7.4	92.6	0.0	0.0	31.6	68.4	6.7
		115	26.0	58.2	5.2	10.4	32.7	67.2	ND
		83	0.0	96.0	1.8	1.2	14.8	85.1	ND
Forensics		166	85.5	4.2	9.0	1.2	36.1	63.9	1.8
		197	89.8	7.1	2.0	1.0	35.0	65.0	0.5
		298	87.0	7.8	3.4	1.2	18.8	71.1	ND
		241	84.7	10.9	2.1	0.0	37.4	62.8	ND
Human Relations		99	24.2	69.7	1.0	5.1	43.4	56.6	8.1
		26	84.6	11.5	3.8	0.0	61.5	38.5	69.2
		No data reported							
		No data reported							
International Club		93	54.8	10.8	29.0	5.4	35.5	64.5	0.0
		131	32.8	4.6	48.9	13.7	42.7	57.3	1.5
		173	35.6	7.1	30.1	27.0	48.6	53.3	ND
		206	29.5	13.1	31.4	29.5	37.1	64.3	ND
Its Academic		131	70.2	6.9	20.6	2.3	66.4	33.6	0.0
		120	79.2	3.3	15.8	1.7	77.5	22.5	0.0
		163	82.8	1.7	11.9	4.6	74.2	22.2	ND
		98	84.5	3.3	10.4	0.0	74.1	25.6	ND
Strategic Games		38	81.6	7.9	10.5	0.0	97.4	2.6	10.5
		114	85.1	2.6	10.5	1.8	86.0	14.0	11.4
		No data reported							
		No data reported							

[1] Handicapped category includes students with speech, auditory, visual, and orthopedic impairments. It also includes learning disabled and emotional impaired students.

[2] ND, no data available.

100 BEST COPY AVAILABLE

EXHIBIT 9.11

Participation in Arts and Crafts Activities
in MCPS Secondary Schools During the
1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Male	Female	Handicapped[1]
	(1982-83)	77.0	11.8	6.8	4.2	49.5		11.0
	(1981-82)	79.3	11.2	5.3	4.0	49.3	50.7	11.0
	(1980-81)	81.3	10.5	4.5	3.5	50.1	49.9	-
	(1979-80)	83.4	9.8	3.5	3.1	50.0	50.0	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage Participating By Sex		Percentage of Handicapped Student
			White	Black	Asian	Hispanic	Male	Female	
Art Club	(1982-83)	114	65.8	10.5	18.4	5.3	32.5	67.5	7.0
	(1981-82)	51	86.3	3.9	3.9	5.9	39.2	60.8	5.9
	(1980-81)	84	86.5	1.0	5.3	8.4	11.8	88.1	ND[2]
	(1979-80)	115	77.7	10.4	5.1	6.2	27.9	72.0	ND
Drama Club		1,357	84.5	10.0	3.5	2.1	34.5	65.5	3.8
		942	88.9	7.1	2.5	1.4	34.4	65.6	2.9
		1,016	87.9	7.5	1.9	0.0	43.6	56.3	ND
		1,629	82.9	6.3	2.6	2.5	42.4	57.5	ND
Modeling		48	41.7	41.7	12.5	4.2	25.0	75.0	0.0
		39	62.2	23.1	7.7	0.0	56.4	43.6	0.0
		No data reported							
		No data reported							
Movie Club		20	85.0	10.0	5.0	0.0	80.0	20.0	0.0
		21	38.1	61.9	0.0	0.0	71.4	28.6	4.8
		No data reported							
		No data reported							
Thespians		31	90.3	6.5	3.2	0.0	19.4	80.6	3.2
		124	91.1	4.8	2.4	1.6	35.5	64.5	0.8
		442	87.6	5.9	1.2	5.0	43.1	59.9	ND
		278	84.1	3.2	3.8	3.8	36.0	43.9	ND
Woodcraft		100	85.0	4.0	8.0	3.0	35.0	65.0	3.0
		31	96.8	0.0	0.0	3.2	51.6	48.4	6.5
		No data reported							
		No data reported							

[1]Handicapped category includes students with speech, auditory, visual, and orthopedic impairments. It also includes learning disabled and emotional impaired students.

[2]ND, no data available.

0311S

BEST COPY AVAILABLE

EXHIBIT 9.12

Participation in Nature and Environment Activities
in MCPS Secondary Schools During the
1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Male	Female	Handicapped[1]
	(1982-83)	77.0	11.8	6.8	4.2	49.5		11.0
	(1981-82)	79.3	11.2	5.3	4.0	49.3	50.7	11.0
	(1980-81)	81.3	10.5	4.5	3.5	50.1	49.9	-
	(1979-80)	83.4	9.8	2.5	3.1	50.0	50.0	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage Participating By Sex		Percentage of Handicapped Student
			White	Black	Asian	Hispanic	Male	Female	
Camping/Hiking	(1982-83)	18	94.4	0.0	5.6	0.0	38.9	61.1	0.0
	(1981-82)	20	100.0	0.0	0.0	0.0	60.0	40.0	5.2
	(1980-81)	19	89.4	0.0	10.5	0.0	52.6	47.3	ND[2]
	(1979-80)	122	92.3	3.1	2.8	1.6	49.8	46.5	ND
Ecology		7	100.0	0.0	0.0	0.0	42.9	57.1	0.0
		No data reported							
		31	98.0	0.0	2.0	0.0	34.3	65.6	ND
		12	100.0	0.0	0.0	0.0	16.6	83.3	ND
Environment Inc.		11	72.7	9.1	18.2	0.0	45.5	54.5	9.1
		30	83.3	0.0	0.0	16.7	36.7	63.3	0.0
		No data reported							
		No data reported							
Outing Club		146	87.7	4.8	6.8	0.7	51.4	48.6	3.4
		100	98.0	1.0	1.0	0.0	57.0	43.0	7.0
		38	97.7	0.0	0.0	2.2	52.2	47.4	ND
		18	100.0	0.0	0.0	0.0	66.6	33.3	ND

[1] Handicapped category includes students with speech, auditory, visual, and orthopedic impairments. It also includes learning disabled and emotional impaired students.

[2] ND, no data available.

0311S

BEST COPY AVAILABLE

EXHIBIT 9.13

Participation in Vocational Activities
in MCPS Secondary Schools During the
1979-80, 1980-81, 1981-82 and 1982-83 School Years

		White	Black	Asian	Hispanic	Male	Female	Handicapped[1]
Percentage of School Enrollment By Race, Sex, and Handicapped	(1982-83)	77.0	11.8	6.8	4.2	49.5	50.5	11.0
	(1981-82)	79.3	11.2	5.3	4.0	49.3	50.7	11.0
	(1980-81)	81.3	10.5	4.5	3.5	50.1	49.9	-
	(1979-80)	83.4	9.8	3.5	3.1	50.0	50.0	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage Participating By Sex		Percentage of Handicapped Student
			White	Black	Asian	Hispanic	Male	Female	
Audiovisual	(1982-83)	52	86.5	5.8	5.8	1.9	84.6	15.4	7.7
	(1981-82)	61	81.7	6.6	1.6	0.0	85.2	14.8	4.9
	(1980-81)	15	79.1	16.6	4.1	0.0	73.3	26.7	ND[2]
	(1979-80)	90	67.0	4.0	16.4	5.0	73.0	26.9	ND
Business Management		72	69.4	20.8	8.3	1.4	38.9	61.1	1.4
		21	81.0	19.0	0.0	0.0	66.7	33.3	0.0
		32	80.7	11.5	3.8	3.8	25.0	75.0	ND
		27	83.3	12.5	4.1	0.0	8.3	91.6	ND
Distributive Education Clubs of American (DECA)		254	84.6	10.6	2.8	2.0	48.6	51.4	9.0
		378	82.0	13.2	1.6	3.2	41.5	58.5	6.3
		255	65.7	20.4	2.9	7.9	41.9	58.1	ND
		327	88.0	7.3	2.9	1.1	43.5	56.4	ND
Future Farmers of America (FFA)		286	89.2	9.1	1.4	0.3	49.3	50.7	12.6
		130	94.6	3.1	1.5	0.8	45.4	54.6	10.8
		236	92.0	6.5	0.0	0.0	55.9	44.1	ND
		375	71.5	7.4	1.0	0.0	59.9	40.0	ND
Future Homemakers (FHA)		47	93.6	4.3	2.1	0.0	36.2	63.8	8.5
		19	94.7	5.3	0.0	0.0	0.0	100.0	0.0
		37	78.3	0.0	18.9	2.7	56.7	43.3	ND
		30	80.0	16.7	3.3	0.0	0.0	100.0	ND
Photography Club		86	84.9	4.7	9.3	1.2	57.0	43.0	6.1
		45	84.4	11.1	4.4	0.0	71.1	28.9	4.4
		20	85.0	10.0	5.0	0.0	85.0	15.0	ND
		41	95.0	0.0	0.0	5.0	63.2	36.7	ND
School Store		146	82.9	10.3	4.1	2.7	32.2	67.8	6.8
		141	90.1	7.8	1.4	0.7	33.3	66.7	9.9
		No data reported							
		No data reported							

[1] Handicapped category includes students with speech, auditory, visual, and orthopedic impairments. It also includes learning disabled and emotional impaired students.

[2] ND, no data available.

0311S

BEST COPY AVAILABLE

EXHIBIT 9.14

Participation in Entertainment/Music Activities
in MCPS Secondary Schools During the
1979-80, 1980-81, 1981-82, and 1982-83 School Years

Percentage of School Enrollment By Race, Sex, and Handicapped		White	Black	Asian	Hispanic	Male	Female	Handicapped[1]
	(1982-83)	77.0	1.8	6.8	4.2	49.5	50.5	11.0
	(1981-82)	79.3	11.2	5.3	4.0	49.3	50.7	11.0
	(1980-81)	81.3	10.5	4.5	3.5	50.1	49.9	-
	(1979-80)	83.4	9.8	3.5	3.1	50.0	50.0	-

Activity Name		Number of Participants	Percentage Participating By Race				Percentage Participating By Sex		Percentage of Handicapped Student
			White	Black	Asian	Hispanic	Male	Female	
Band	(1982-83)	1,078	82.6	11.4	3.3	2.7	60.2	39.8	4.6
	(1981-82)	831	90.0	5.5	3.0	1.4	61.1	38.9	2.2
	(1980-81)	1,159	91.8	5.8	1.1	1.2	54.7	45.2	ND[2]
	(1979-80)	1,291	88.2	7.3	1.6	2.6	63.6	36.3	ND
Choreography		20	85.0	10.0	5.0	0.0	52.4	47.6	4.8
		65	95.4	4.6	0.0	0.0	21.5	78.5	1.5
		No data reported							
		No data reported							
Chorus		1,578	78.5	16.1	5.0	0.0	22.4	77.6	8.1
		1,161	79.3	15.0	3.4	2.2	21.9	78.1	6.0
		952	85.7	9.0	3.3	1.8	37.6	68.8	ND
		668	82.4	12.6	2.2	2.6	29.3	70.7	ND
Madrigal Singers		73	83.6	5.5	6.8	4.1	30.1	69.9	4.1
		53	86.8	9.4	1.9	1.9	34.0	66.0	0.0
		328	91.3	4.8	3.9	0.0	65.8	33.7	ND
		33	79.5	20.4	0.0	0.0	39.8	60.1	ND
Orchestra		140	64.4	6.4	22.9	6.4	40.0	60.0	0.7
		312	85.6	7.7	5.1	1.0	47.1	52.9	3.5
		105	79.9	8.9	10.8	0.5	46.1	53.8	ND
		216	93.2	2.4	2.4	0.0	44.9	55.0	ND
Radio Station		23	87.0	4.3	8.7	0.0	78.3	21.7	8.7
		26	76.9	19.2	3.8	0.0	80.8	19.2	0.0
		22	79.1	9.3	8.3	3.0	67.7	32.2	ND
		4	100.0	0.0	0.0	0.0	100.0	0.0	ND
Stage Crew		168	98.2	1.8	0.0	0.0	56.0	44.0	3.0
		195	90.3	4.6	3.1	1.5	56.4	43.6	5.1
		263	78.2	6.9	3.3	0.0	54.7	45.3	ND
		463	88.0	7.5	3.1	0.0	49.4	50.1	ND

[1] Handicapped category includes students with speech, auditory, visual, and orthopedic impairments. It also includes learning disabled and emotional impaired students.

[2] ND, no data available.

0311S

BEST COPY AVAILABLE

are underrepresented in swimming, cross-country, tennis, volleyball, soccer, golf, and baseball. Black females, Asians, and Hispanics are greatly underrepresented in most athletic activities.

The nonathletic activity data are a little easier to interprete. These data generally suggest that some minorities are slightly underrepresented in these types of activities. However, these data also show that over the past two school years minority students, especially blacks, have substantially increased their participation in nonathletic activities. For example, black participation has increased noticeably in the following nonathletic activities that are generally found in all the senior high schools: literary magazine, yearbook, language clubs, Its Academic, school store, band, and chorus.

Source: Hawkins, J.A. and Frechtling, J.A. Student Participation in Extracurricular Activities During the 1982-83 School Year. Rockville, MD, Montgomery County Public Schools. (This report has not been released to the Board of Education; however, it most likely will be sent to the Board before December, 1983.)

Analyzed by Joseph A. Hawkins

Section 10

STUDENT SUSPENSION DATA

BACKGROUND

The Student Suspension Report was adopted in January, 1978 by the Maryland State Department of Education. It was designed to capture a minimal amount of data associated with the nature and extent of student suspensions in the Maryland Public Schools. There are 26 suspension and 9 disposition codes that were developed by a committee composed of state and local representatives. The purpose of the report is to obtain suspension information which may be directed toward the development of alternative programs which will deal constructively with the behavioral issues that typically bring about student suspensions. A report on suspensions by race and sex is submitted at the end of each school year to the Maryland State Department of Education.

FINDINGS

Exhibits 10.1 and 10.2 show the number of students suspended by racial group from the 1977-78 school year to the 1982-83 school year. These data present what are called "unduplicated counts." That is, a student is counted only one time no matter how many suspensions he or she may have received. The data show that over this time span black students have consistently received a disproportionately large number of suspensions. The suspension rate for black students has been more than twice that of any other racial group.

The data also show that for all but the Asian students, the percentage of each racial group suspended has increased modestly over time.

Exhibit 10.3 presents similar data for each secondary school from the 1979-80 school year through the 1982-83 school year. This exhibit shows that the differences in suspension rates cited above are not consistent across schools. Some schools consistently have very large discrepancies in suspension rates by race; others have suspension rates that are approximately equal. The data also indicate that very little progress has been made over time in remedying this situation.

Exhibit 10.4 presents data indicating the reasons for suspension from 1978-79 to 1982-83. These data are what are called "duplicated counts." That is, the numbers represent the number of suspensions made for each reason; a single student may be counted more than once . The data show that the most prevalent reasons for suspension are the same for all groups, namely, class cutting, disrespect, physical attack on students, and refusal to cooperate. However, a greater percentage of the suspensions given to black and Asian students as compared to white and Hispanic students are for physical attack on students. Nearly 30 percent of the suspensions given to Asian and black students were for physical attack on students. The comparable figures for whites and Hispanics are 15 percent and 18 percent, respectively.

Source: Student Suspension Reports, MSDE Form 356-01
Pupil Suspension Monthly Reports: Year to Date Pupil Suspension Log, as of June each year. Sources:
Student Suspension Report, Maryland State Department of Education, Form 3356-01

Analyzed by Connie Mitchell

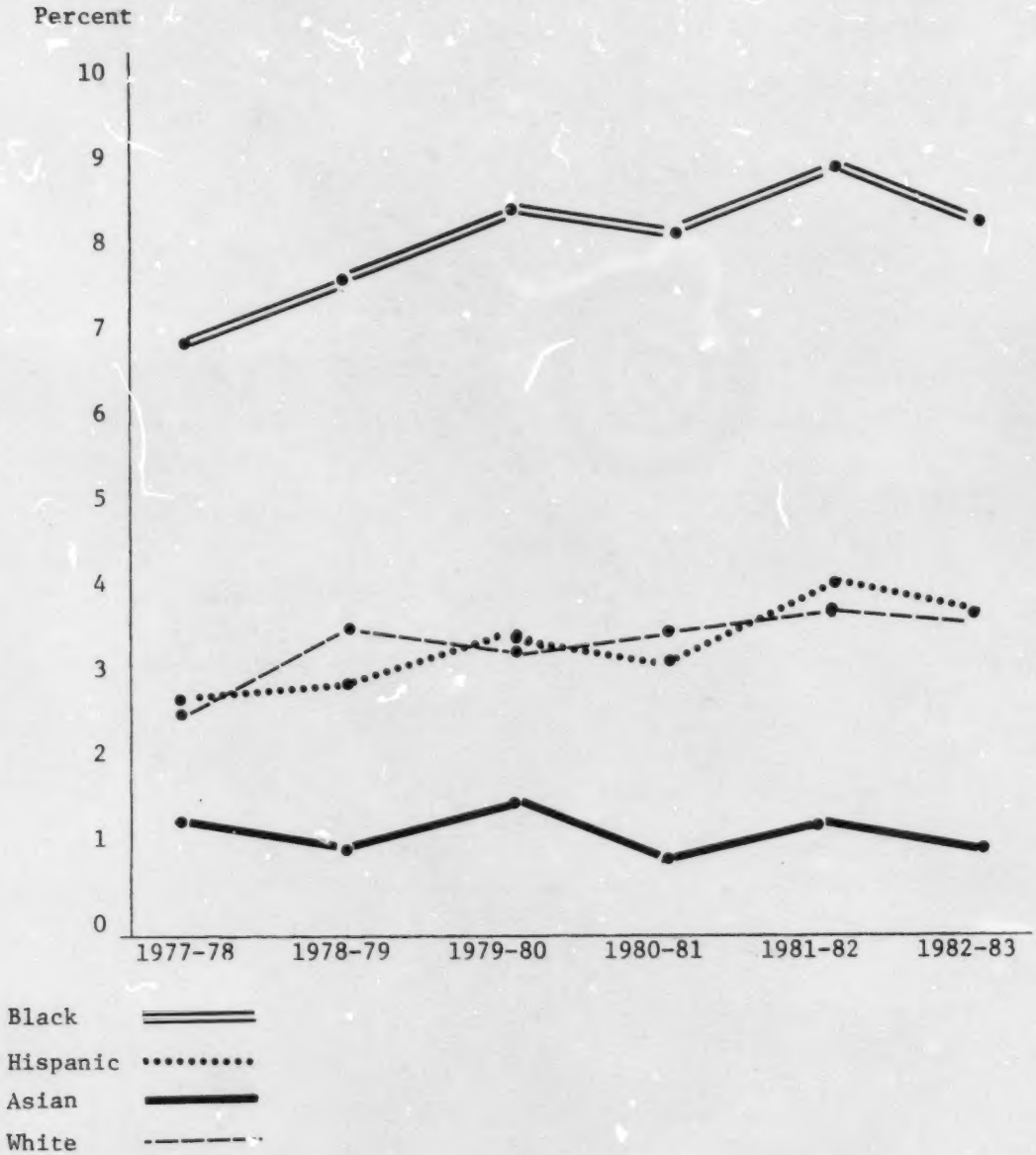
EXHIBIT 10.1

Number of Students Suspended at Least Once (unduplicated count)
(All Grades)

School Year	Race/Ethnic Category										Total Suspensions
	Asian		Black		White		Hispanic		Total Minor.		
	No.	%	No.	%	No.	%	No.	%	No.	%	
1977-78	46	1.1	767	6.8	2643	2.8	93	2.6	921	4.8	4564
1978-79	41	0.9	836	7.5	3046	3.5	102	2.9	991	5.1	4037
1979-80	56	1.2	976	8.4	2571	3.1	111	3.2	1160	5.8	3731
1980-81	47	0.8	959	8.1	2525	3.3	115	3.1	1131	5.3	3656
1981-82	70	1.1	1088	8.9	2664	3.6	164	4.0	1330	5.8	3994
1982-83	71	1.0	1015	8.2	2576	3.7	157	3.7	1257	5.3	3823

EXHIBIT 10.2

PERCENT OF EACH RACIAL/ETHNIC GROUP SUSPENDED



Number of Pupils Suspended by Race by School

1979-80, 1980-81, 1981-82, 1982-83 School Year

Area 1

	American Indian/ Alaskan Native		Asian or Pacific Islander		Black (Non-Hispanic)		White (Non-Hispanic)		Hispanic		Total	
	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment
Argyle Jr.												
1979-80	0	0	3	9.7	20	13.1	49	11.1	0	0	72	11.2
1980-81	1	100.0	1	2.5	21	10.7	28	6.6	1	7.1	52	7.7
CLOSED SCHOOL												
Banneker Jr.												
1979-80	0	0	0	0	18	15.8	43	7.4	1	10.0	62	8.6
1980-81	0	0	0	0	10	8.0	28	4.8	0	0	38	5.1
1981-82	0	0	1	3.6	24	14.5	59	9.0	1	8.3	85	9.9
1982-83	0	0	0	0	18	9.8	37	5.3	2	14.3	57	6.0
Belt Jr.												
1979-80	1	25.0	0	0	22	21.6	42	7.6	3	7.1	68	9.1
1980-81	0	0	2	2.7	24	15.2	50	6.6	3	5.9	79	7.5
1981-82	0	0	3	3.1	12	7.3	59	8.8	4	7.8	78	7.9
1982-83	0	0	3	2.9	6	4.3	34	5.6	2	3.4	45	5.0
Eastern Jr.												
1979-80	0	0	0	0	16	12.3	37	10.3	3	10.7	56	10.3
1980-81	0	0	1	3.4	11	8.9	23	7.4	2	4.9	37	7.3
1981-82	1	100.0	1	3.7	17	18.3	28	12.8	4	13.8	51	13.8
1982-83	0	0	0	0	11	4.7	21	6.4	2	2.9	34	4.9
Key Jr.												
1979-80	0	0	0	0	20	10.2	23	4.1	2	5.4	45	5.4
1980-81	0	0	0	0	21	9.2	21	4.6	2	4.2	44	5.5
1981-82	0	0	1	1.3	23	9.2	21	5.1	3	6.1	48	6.1
1982-83	0	0	0	0	14	8.5	8	3.3	1	3.1	23	4.6

EXHIBIT 10.3

BEST COPY AVAILABLE

Area 1 -- Continued

	American Indian/ Alaskan Native		Asian or Pacific Islander		Black (Non-Hispanic)		White (Non-Hispanic)		Hispanic		Total	
	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment
Lee Jr.												
1979-80	0	0	0	0	7	5.9	28	5.8	0	0	35	5.3
1980-81	0	0	2	3.7	12	10.1	39	9.3	1	5.3	54	8.8
1981-82	0	0	1	1.5	11	5.5	9	1.8	0	0	21	2.6
1982-83	0	0	2	2.6	15	7.5	25	5.2	3	9.1	45	5.7
Sligo Jr.												
1979-80	1	50.0	1	1.7	34	20.5	27	4.8	2	4.2	65	7.8
1980-81	1	14.3	0	0	7	5.0	13	2.5	4	10.8	25	3.3
1981-82	0	0	0	0	13	14.4	19	5.7	0	0	32	6.4
1982-83	0	0	2	2.6	27	16.6	56	9.7	8	16.0	93	10.6
Takoma Park Jr.												
1979-80	0	0	3	9.7	44	16.4	44	16.9	4	7.8	95	15.5
1980-81	0	0	1	2.2	21	7.7	29	12.1	7	10.3	58	9.3
1981-82	0	0	1	2.0	27	10.4	16	7.7	6	7.8	50	8.4
1982-83	0	0	0	0	18	11.6	3	2.5	2	3.2	23	6.1
White Oak Jr.												
1979-80	0	0	0	0	14	12.1	18	2.3	3	17.6	35	3.6
1980-81	0	0	0	0	14	10.1	35	4.7	1	5.9	50	5.2
1981-82	0	0	2	3.9	24	16.9	52	7.4	2	10.0	80	8.7
1982-83	0	0	0	0	31	14.7	42	5.4	3	12.0	76	7.0
Farquhar Middle												
1979-80	0	0	1	5.6	11	14.3	32	3.9	1	10.0	45	4.8
1980-81	0	0	0	0	6	8.7	32	3.6	0	0	38	3.8
1981-82	0	0	1	3.3	11	15.3	27	3.1	0	0	39	3.9
1982-83	0	0	1	2.9	14	17.3	30	3.4	0	0	45	4.5

EXHIBIT 10.3 (Continued)

82

111

112

BEST COPY AVAILABLE

	American Indian/ Alaskan Native		Asian or Pacific Islander		Black (Non-Hispanic)		White (Non-Hispanic)		Hispanic		Total	
	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment
Newport Middle												
1979-80	0	0	0	0	3	3.7	7	1.3	0	0	10	1.4
1980-81	0	0	1	2.1	4	5.6	7	1.4	0	0	12	1.8
1981-82	0	0	0	0	4	5.1	15	2.9	1	2.7	20	2.9
Closed School												
Blair High												
1979-80	0	0	2	1.7	78	13.5	55	6.4	13	8.2	148	8.6
1980-81	0	0	2	1.4	93	16.9	70	9.3	20	10.9	185	11.3
1981-82	0	0	6	3.3	126	20.6	68	9.1	36	16.3	236	13.4
1982-83	0	0	9	4.5	70	13.1	51	8.5	24	12.2	154	10.1
Einstein High												
1979-80	0	0	4	5.3	22	18.8	90	8.7	3	9.1	119	9.5
1980-81	0	0	1	1.2	11	9.2	56	6.1	3	8.3	71	6.2
1981-82	0	0	3	3.2	10	8.5	73	8.8	5	9.3	91	8.3
1982-83	0	0	6	7.0	15	11.5	59	7.9	3	5.7	83	8.1
Kennedy High												
1979-80	0	0	1	2.2	24	10.5	28	3.1	4	13.3	57	4.7
1980-81	0	0	2	4.3	21	9.1	27	3.1	1	3.8	51	4.4
1981-82	0	0	7	6.7	21	6.2	48	4.5	4	10.0	80	5.1
1982-83	0	0	2	1.5	35	9.9	68	7.0	4	6.8	109	7.1
Northwood High												
1979-80	6	54.5	2	3.8	23	15.0	63	6.8	5	19.2	99	8.4
1980-81	0	0	3	1.7	15	10.6	56	6.9	6	8.8	80	6.7
1981-82	2	66.7	7	3.5	38	20.8	102	10.7	9	14.1	158	11.3
1982-83	1	16.7	11	6.4	38	20.8	119	13.9	12	15.0	181	13.9

EXHIBIT 10.3 (Continued)

BEST COPY AVAILABLE

Area 1 - Continued

	American Indian/ Alaskan Native		Asian or Pacific Islander		Black (Non-Hispanic)		White (Non-Hispanic)		Hispanic		Total	
	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment
Paint Branch High												
1979-80	0	0	0	0	24	17.3	72	8.1	1	12.5	97	9.1
1980-81	0	0	[illegible]	4.2	[illegible]5	10.6	36	4.2	0	0	52	5.1
1981-82	0	0	[illegible]	3.8	24	17.1	47	5.9	2	18.2	74	7.6
1982-83	0	0	0	0	10	6.4	35	4.4	0	0	45	4.5
Sherwood High												
1979-80	0	0	1	4.5	32	21.6	72	5.7	2	9.5	107	7.4
1980-81	0	0	0	0	32	21.3	83	6.8	1	5.9	116	8.2
1981-82	0	0	3	9.4	41	25.2	87	7.3	0	0	131	9.4
1982-83	0	0	0	0	37	28.7	129	11.7	[illegible]	7.1	167	13.1
Springbrook High												
1979-80	0	0	0	0	[illegible]8	11.3	48	3.6	1	3.3	75	4.5
1980-81	0	0	1	1.5	13	5.3	49	4.0	1	3.1	64	4.1
1981-82	0	0	0	0	10	4.3	25	2.1	0	0	35	2.3
1982-83	0	0	0	0	38	16.5	55	[illegible].1	2	4.7	95	6.6
Wheaton High												
1979-80	0	0	1	1.8	19	16.1	72	6.6	8	12.5	100	7.5
1980-81	0	0	1	1.7	30	23.8	72	7.1	3	4.8	106	8.4
1981-82	1	25.0	4	5.5	34	26.4	97	11.5	7	10.4	143	12.8
1982-83	0	0	3	3.5	38	28.1	118	17.1	12	24.0	171	17.7
Total Area 1												
1979-80	8	17.0	19	2.2	457	14.1	850	6.0	56	8.2	1390	7.3
1980-81	2	4.7	19	1.7	381	11.4	754	5.6	56	7.1	1212	6.4
1981-82	4	10.3	42	3.2	470	13.7	852	6.7	84	9.8	1452	7.9
1982-83	1	2.9	39	2.8	435	12.8	890	7.7	81	9.4	1446	8.4

BEST COPY AVAILABLE

Number of Pupils Suspended by Race by School

1979-80, 1980-81, 1981-82, 1982-83 School Year

Area 2

	American Indian/ Alaskan Native		Asian or Pacific Islander		Black (Non-Hispanic)		White (Non-Hispanic)		Hispanic		Total	
	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment
Cabin John Jr.												
1979-80	0	0	0	0	1	2.0	7	0.9	0	0	8	0.9
1980-81	0	0	0	0	3	5.4	18	3.3	2	5.7	23	3.4
1981-82	0	0	0	0	3	6.4	22	3.4	0	0	26	3.2
1982-83	0	0	0	0	3	6.8	5	0.8	0	0	8	1.0
Hoover Jr.												
1979-80	0	0	0	0	0	0	0	0	0	0	0	0
1980-81	0	0	0	0	0	0	0	0	0	0	0	0
1981-82	0	0	0	0	0	0	2	0.3	0	0	2	0.2
1982-83	0	0	0	0	0	0	1	0.1	0	0	1	0.1
Leland Jr.												
1979-80	0	0	0	0	7	5.9	2	0.4	2	6.9	11	1.7
1980-81	0	0	1	4.5	9	6.6	13	2.7	0	0	23	4.7
CLOSED SCHOOL												
North Bethesda Jr.												
1979-80	0	0	3	7.0	0	0	19	3.2	0	0	22	3.2
1980-81	0	0	0	0	5	18.5	21	5.4	0	0	26	5.4
CLOSED SCHOOL												
Parkland Jr.												
1979-80	0	0	0	0	8	13.1	34	5.0	1	3.4	43	5.2
1980-81	0	0	1	2.1	5	7.6	34	5.4	1	3.1	41	5.2
1981-82	0	0	0	0	3	6.0	30	5.2	0	0	33	4.6
1982-83	0	0	2	3.1	10	13.9	44	9.2	2	6.9	58	9.0

EXHIBIT 10.3 (Continued)

85

BEST COPY AVAILABLE

Area 2 - Continued

	American Indian/ Alaskan Native		Asian or Pacific Islander		Black (Non-Hispanic)		White (Non-Hispanic)		Hispanic		Total	
	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment
Julius West Middle												
1979-80	0	0	0	0	10	10.2	18	3.3	1	5.9	29	4.1
1980-81	0	0	0	0	23	24.7	28	5.5	2	10.5	53	8.0
1981-82	0	0	0	0	40	30.8	63	9.5	4	10.3	107	12.0
1982-83	0	0	3	4.4	32	23.7	53	8.2	1	2.6	89	10.0
BCC High												
1979-80	0	0	5	5.8	29	12.2	14	1.0	0	0	48	2.6
1980-81	0	0	4	4.4	61	23.0	115	9.0	10	10.0	190	11.0
1981-82	0	0	6	6.7	82	27.2	120	9.4	22	18.0	230	12.8
1982-83	0	0	2	2.5	39	13.5	84	7.0	12	9.4	137	8.1
Churchill High												
1979-80	0	0	1	1.8	11	14.3	63	3.8	1	1.5	76	4.1
1980-81	0	0	0	0	6	7.8	29	1.9	0	0	35	2.0
1981-82	0	0	2	2.5	10	13.9	37	2.5	0	0	49	2.9
1982-83	0	0	0	0	5	7.1	26	1.8	3	5.6	34	2.1
Walter Johnson High												
1979-80	0	0	0	0	0	0	29	2.5	0	0	29	2.2
1980-81	0	0	0	0	2	7.1	16	1.5	2	2.1	20	1.7
1981-82	0	0	1	2.2	7	13.7	44	3.9	1	1.0	53	4.0
1982-83	0	0	3	6.1	13	28.3	68	7.1	4	4.4	88	7.7
Richard Montg. High												
1979-80	2	50.0	6	7.2	41	26.1	111	9.1	4	10.8	164	10.9
1980-81	1	16.7	3	2.9	38	25.7	108	9.8	5	13.9	155	11.1
1981-82	0	0	2	2.0	23	14.9	78	7.8	6	11.5	109	8.4
1982-83	1	20.0	4	2.6	40	24.4	56	6.3	9	8.1	110	8.3

EXHIBIT 10.3 (Continued)

BEST COPY AVAILABLE

Area 2 - Continued

	American Indian/ Alaskan Native		Asian or Pacific Islander		Black (Non-Hispanic)		White (Non-Hispanic)		Hispanic		Total	
	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment
Pyle Jr.												
1979-80	0	0	1	2.1	3	10.0	37	4.4	1	2.7	42	4.4
1980-81	1	50.0	1	1.4	7	21.9	42	5.1	6	11.3	57	5.8
1981-82	0	0	1	1.5	4	16.0	28	3.7	1	1.5	34	3.7
1982-83	0	0	0	0	2	6.3	37	4.7	2	3.6	41	4.3
Tilden Jr.												
1979-80	0	0	2	5.3	1	12.5	37	5.9	1	3.7	41	5.9
1980-81	0	0	3	4.5	1	5.6	37	4.7	3	5.7	44	4.8
1981-82	0	0	2	2.8	3	9.1	23	3.3	5	11.6	33	3.9
1982-83	0	0	2	2.1	3	4.9	29	3.9	1	2.0	35	3.7
Westland Intermediate												
1979-80	0	0	0	0	1	8.3	15	2.8	2	4.5	18	2.9
1980-81	1	25.0	0	0	0	0	9	1.9	2	8.3	12	2.2
1981-82	0	0	1	4.0	17	10.7	24	4.0	0	0	42	5.1
1982-83	0	0	0	0	11	7.3	13	2.5	0	0	24	3.2
Wood Jr.												
1979-80	0	0	1	1.8	1	2.6	13	1.5	2	11.1	17	1.8
1980-81	0	0	0	0	0	0	0	0	11	68.8	11	1.2
1981-82	0	0	0	0	7	7.9	24	2.4	0	0	31	2.6
1982-83	0	0	0	0	5	6.7	28	3.2	1	4.8	34	3.2
Broome Middle												
1979-80	0	0	0	0	9	10.2	40	6.4	2	7.4	51	6.7
1980-81	0	0	1	3.7	12	15.6	37	6.4	1	3.3	51	7.1
CLOSED SCHOOL												

87

EXHIBIT 10.3 (Continued)

BEST COPY AVAILABLE

Area 2 - Continued

	American Indian/ Alaskan Native		Asian or Pacific Islander		Black (Non-Hispanic)		White (Non-Hispanic)		Hispanic		Total	
	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment
Peary High												
1979-80	0	0	6	10.7	25	30.1	114	8.8	1	3.4	146	9.9
1980-81	0	0	2	4.1	15	17.0	55	4.8	4	13.8	76	5.8
1981-82	0	0	1	1.6	16	18.4	37	3.8	3	8.3	57	4.9
1982-83	0	0	0	0	8	10.5	24	3.1	1	2.4	33	3.5
Rockville High												
1979-80	0	0	2	6.5	27	21.1	121	9.5	5	20.0	155	10.6
1980-81	1	100.0	3	6.0	36	28.6	95	7.3	2	5.1	137	9.1
1981-82	0	0	2	3.3	24	23.3	140	11.3	6	14.0	172	11.9
1982-83	0	0	2	2.7	23	24.2	126	10.4	6	16.7	157	11.1
Walt Whitman High												
1979-80	0	0	0	0	0	0	25	1.5	4	5.9	29	1.5
1980-81	0	0	0	0	0	0	20	1.3	1	1.4	21	1.2
1981-82	0	0	1	0.9	2	3.8	25	1.4	0	0	28	1.3
1982-83	0	0	0	0	2	3.2	28	1.7	1	1.0	31	1.6
Woodward High												
1979-80	0	0	2	3.4	2	8.7	26	2.9	1	3.3	31	3.1
1980-81	0	0	1	1.7	3	13.6	32	4.1	0	0	36	4.0
1981-82	0	0	2	2.3	5	18.5	38	4.0	2	3.4	47	4.2
1982-83	0	0	1	1.1	2	6.3	21	2.5	2	3.8	26	2.6
Total Area 2												
1979-80	2	5.4	29	3.2	176	13.5	725	4.1	28	3.6	960	4.6
1980-81	4	10.8	20	3.0	226	16.5	709	4.3	52	6.2	1011	5.1
1981-82	0	0	21	1.9	246	17.6	736	4.7	50	5.5	1053	5.5
1982-83	1	2.4	19	1.5	198	13.9	643	4.5	45	4.8	906	5.0

EXHIBIT 10.3 (Continued)

BEST COPY AVAILABLE

Number of Pupils Suspended by Race by School

1979-80, 1980-81, 1981-82, 1982-83 School Year

Area 3

	American Indian/ Alaskan Native		Asian or Pacific Islander		Black (Non-Hispanic)		White (Non-Hispanic)		Hispanic		Total	
	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment
Baker Jr.												
1979-80	0	0	0	0	9	32.1	24	4.7	0	0	33	6.0
1980-81	0	0	0	0	9	26.5	27	5.2	0	0	36	6.5
1981-82	0	0	0	0	11	36.7	24	4.5	0	0	35	6.0
1982-83	0	0	0	0	10	34.5	32	5.5	1	25.0	43	6.9
Frost Jr.												
1979-80	0	0	0	0	3	11.5	14	1.8	0	0	17	2.0
1980-81	0	0	1	2.0	0	0	7	1.0	0	0	8	1.0
1981-82	0	0	0	0	1	4.0	12	1.8	0	0	13	1.6
1982-83	0	0	1	1.4	0	0	6	0.9	1	3.8	8	1.0
Gaithersburg Jr.												
1979-80	1	25.0	0	0	27	20.9	67	7.8	0	0	95	9.1
1980-81	2	50.0	0	0	23	17.4	44	5.4	0	0	69	6.8
1981-82	0	0	0	0	27	18.4	31	3.7	0	0	58	5.4
1982-83	0	0	1	1.4	38	23.2	65	7.6	0	0	104	9.4
King Jr.												
1979-80												
1980-81												
1981-82	0	0	0	0	12	22.2	34	9.1	1	12.5	47	10.2
1982-83	0	0	1	2.4	16	14.3	59	9.8	3	20.0	79	10.2
Montg. Village Jr.												
1979-80	0	0	1	4.5	14	19.4	28	3.3	0	0	43	4.4
1980-81	0	0	1	3.0	13	13.7	40	4.4	1	4.2	55	5.2
1981-82	0	0	0	0	9	12.2	51	6.2	4	22.2	64	6.7
1982-83	0	0	0	0	9	11.5	51	6.7	2	11.8	62	6.9

EXHIBIT 10.3 (Continued)

68

BEST COPY AVAILABLE

Area 3 - Continued

	American Indian/ Alaskan Native		Asian or Pacific Islander		Black (Non-Hispanic)		White (Non-Hispanic)		Hispanic		Total	
	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment
Ridgeview Jr.												
1979-80	2	40.0	2	8.0	21	18.4	92	8.5	3	15.0	120	9.7
1980-81	0	0	2	5.4	27	22.9	166	15.3	3	20.0	198	15.7
1981-82	2	100.0	3	7.9	26	28.3	176	19.8	3	30.0	210	20.3
1982-83	0	0	0	0	27	32.1	132	16.0	0	0	159	16.5
Redland Middle Jr.												
1979-80	1	100.0	0	0	19	23.5	71	9.6	2	33.3	93	11.1
1980-81	0	0	0	0	13	18.3	34	4.6	0	0	47	5.6
1981-82	0	0	0	0	26	34.2	41	5.4	0	0	67	7.7
1982-83	0	0	0	0	14	17.1	33	4.3	0	0	47	5.3
Damascus High												
1979-80	0	0	0	0	11	26.2	76	6.9	1	11.1	88	7.6
1980-81	0	0	0	0	18	35.3	74	6.9	0	0	92	8.0
1981-82	0	0	0	0	8	15.4	71	6.8	3	25.0	82	7.3
1982-83	1	14.3	0	0	12	23.1	92	9.1	1	7.7	106	9.8
Gaithersburg High												
1979-80	1	25.0	1	2.8	46	25.3	76	6.3	4	22.2	128	8.9
1980-81	0	0	3	6.5	71	36.0	149	12.0	1	3.7	224	14.8
1981-82	1	50.0	1	1.8	72	34.6	145	12.3	6	20.7	225	15.2
1982-83	0	0	1	1.6	40	20.3	65	6.1	1	4.3	107	7.9
Magruder High												
1979-80	0	0	2	6.1	41	34.7	45	3.4	1	5.6	89	6.0
1980-81	0	0	0	0	23	20.7	57	4.8	0	0	80	6.0
1981-82	0	0	0	0	37	30.6	86	7.9	0	0	123	9.8
1982-83	0	0	2	5.6	25	23.4	51	5.0	1	5.9	79	6.7

90

EXHIBIT 10.3 (Continued)

BEST COPY AVAILABLE

	American Indian/ Alaskan Native		Asian or Pacific Islander		Black (Non-Hispanic)		White (Non-Hispanic)		Hispanic		Total	
	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment
Poolesville Jr/Senior High												
1979-80	2	50.0	0	0	31	30.7	93	14.3	3	33.3	129	16.8
1980-81	1	25.0	0	0	26	23.9	84	13.0	2	18.2	113	14.5
1981-82	1	33.3	0	0	23	22.5	91	14.6	3	25.0	118	15.9
1982-83	0	0	0	0	29	32.2	118	20.4	3	27.3	150	21.9
Seneca Valley High												
1979-80	0	0	0	0	30	25.4	170	12.0	5	18.5	205	12.8
1980-81	1	33.3	1	2.7	25	20.3	200	14.2	3	9.7	230	14.3
1981-82	0	0	1	2.8	25	18.7	119	8.0	0	0	145	8.6
1982-83	1	50.0	3	5.1	37	27.6	169	11.6	3	11.5	213	12.7
Wootton High												
1979-80	0	0	1	1.4	9	13.8	79	4.6	2	2.8	91	4.7
1980-81	0	0	0	0	19	25.3	33	2.0	1	1.5	53	2.8
1981-82	0	0	2	2.2	9	13.2	64	4.0	6	8.7	81	4.4
1982-83	0	0	1	1.0	8	14.5	44	3.0	1	2.0	54	3.2
Total Area 3												
1979-80	7	20.0	7	2.1	261	24.3	835	6.9	21	8.5	1131	8.1
1980-81	4	12.5	8	2.1	267	23.5	915	7.7	11	4.4	1205	8.8
1981-82	4	13.3	7	1.5	286	24.2	945	7.9	26	10.4	1268	9.1
1982-83	2	7.4	10	1.7	265	21.9	917	7.9	17	7.1	1211	8.8
Total Secondary Schools												
1979-80	17	14.2	55	2.6	894	15.8	2410	5.4	105	6.1	3481	6.4
1980-81	10	8.9	47	1.9	874	14.9	2378	5.6	119	6.3	3428	6.5
1981-82	8	7.7	70	2.4	1002	16.7	2533	6.3	160	7.9	3773	7.4
1982-83	4	3.9	68	2.1	898	14.9	2450	6.5	143	7.2	3563	7.3

EXHIBIT 10.3 (Continued)

BEST COPY AVAILABLE

Number of Pupils Suspended by Race by School

1979-80, 1980-81, 1981-82, 1982-83 School Year

SECONDARY SUPPLEMENTARY CENTERS

	American Indian/ Alaskan Native		Asian or Pacific Islander		Black (Non-Hispanic)		White (Non-Hispanic)		Hispanic		Total	
	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment	No.	Percent of Enrollment
Mark Twain												
1979-80	0	0	0	0	18	32.7	55	21.8	1	16.7	74	23.6
1980-81	0	0	0	0	15	22.1	44	14.3	2	50.0	61	16.1
1981-82	0	0	0	0	27	27.6	23	6.7	0	0	50	11.1
1982-83	0	0	1	100.0	22	19.3	39	12.6	1	14.3	63	14.5
Rock Terrace												
1979-80	0	0	0	0	8	36.4	11	12.8	0	0	19	17.3
1980-81	0	0	0	0	11	64.7	13	16.9	0	0	24	24.0
1981-82	0	0	1	33.3	12	38.7	11	16.4	1	16.7	25	23.4
1982-83	0	0	0	0	13	36.1	10	14.1	2	28.6	25	21.6
RICA												
1980-81	0	0	0	0	4	36.4	7	9.1	0	0	11	12.4
1981-82	0	0	0	0	5	38.5	12	15.2	0	0	17	18.3
1982-83	0	0	0	0	7	35.0	8	5.8	0	0	15	9.3
Total Secondary Supplementary Centers												
1979-80	0	0	0	0	26	33.8	66	19.5	1	14.3	93	21.9
1980-81	0	0	0	0	30	31.3	64	13.9	2	28.6	96	16.9
1981-82	0	0	1	12.5	44	31.0	46	9.4	1	9.1	92	14.2
1982-83	0	0	1	33.3	42	24.7	57	11.0	3	18.8	103	14.5
Grand Total Secondary Schools												
1979-80	17	14.2	55	2.6	920	16.0	2476	5.5	106	6.1	3574	6.5
1980-81	10	8.9	47	1.9	904	15.2	2442	5.7	121	6.4	3524	6.6
1981-82	8	7.7	71	2.5	1046	17.0	2579	6.3	161	7.9	3865	7.5
1982-83	4	3.8	69	2.1	940	15.2	2507	6.6	146	7.1	3666	7.4

EXHIBIT 10.3 (Continued)

BEST COPY AVAILABLE

EXHIBIT 10-4

Percentage of Suspensions
(duplicated count)
By Reason Code

	Asian	Black	White	Hispanic	Total Suspensions
Immunization					
1978-79	2.0	0.3	0.4	1.9	0.4
1979-80	-	-	-	-	-
1980-81	-	0.06	0.03	1.3	0.07
1981-82	-	0.2	0.1	0.4	0.1
1982-83	-	0.4	0.08	-	0.2
Personal Health					
1981-82	2.4	-	-	-	0.03
Class Cutting					
1978-79	12.0	8.5	15.1	18.9	13.7
1979-80	11.5	8.7	15.3	10.2	13.2
1980-81	4.3	6.8	9.1	3.8	8.2
1981-82	10.8	6.3	10.9	9.3	9.5
1982-83	10.6	10.0	14.0	18.3	13.0
Tardiness					
1978-79	-	0.8	0.5	1.9	0.6
1979-80	-	0.8	0.5	1.3	0.6
1980-81	1.4	0.6	1.4	0.6	1.1
1981-82	1.2	0.5	0.5	-	0.5
1982-83	1.1	0.3	0.4	-	0.3
Truancy					
1978-79	-	1.5	4.0	5.7	3.4
1979-80	3.3	1.0	3.0	4.5	2.5
1980-81	2.9	1.4	5.2	1.3	4.9
1981-82	2.4	1.5	6.1	4.0	4.6
1982-83	5.3	3.4	7.1	9.1	6.1
Alcohol					
1978-79	2.0	1.3	4.2	2.5	3.5
1979-80	3.3	1.4	3.8	1.3	3.1
1980-81	5.7	1.4	3.7	1.9	3.0
1981-82	6.0	0.8	3.2	1.8	2.5
1982-83	-	0.6	3.0	2.2	2.3

EXHIBIT 10-4 (Continued)

	Asian	Black	White	Hispanic	Total Suspensions
Drug					
1978-79	6.0	5.0	8.5	3.2	7.6
1979-80	3.3	2.4	5.5	8.9	4.7
1980-81	12.9	2.5	5.1	6.9	4.5
1981-82	1.2	2.5	3.6	1.8	3.2
1982-83	2.1	1.5	3.2	1.7	2.7
Smoking					
1978-79	8.0	3.3	9.9	9.5	8.4
1979-80	3.3	1.6	8.9	3.8	6.6
1980-81	5.7	1.7	8.2	5.0	6.2
1981-82	3.6	2.6	6.7	1.8	5.1
1982-83	1.1	1.6	5.1	3.9	4.0
Academic Dishonesty					
1978-79	-	0.2	0.3	1.9	0.3
1979-80	-	0.3	0.8	1.3	0.7
1980-81	1.4	0.3	0.5	-	0.5
1981-82	-	0.3	0.5	-	0.4
1982-83	1.1	0.3	1.2	0.4	0.9
Arson					
1978-79	2.0	0.2	1.1	0.6	0.9
1979-80	-	0.8	1.3	-	1.1
1980-81	2.9	0.4	1.0	1.9	0.9
1981-82	-	0.5	0.6	1.3	0.6
1982-83	-	0.5	0.6	-	0.5
Classroom Disruption					
1978-79	4.0	5.1	2.8	3.2	3.3
1979-80	-	4.7	2.8	2.5	3.3
1980-81	-	4.3	3.0	1.9	3.3
1981-82	1.2	4.5	3.1	7.1	3.7
1982-83	2.1	4.4	3.0	6.1	3.5

EXHIBIT 10-4 (Continued)

	Asian	Black	White	Hispanic	Total Suspensions
Disrespect					
1978-79	10.0	16.6	13.0	12.0	13.7
1979-80	6.6	19.5	13.8	15.3	15.3
1980-81	8.9	16.6	10.9	13.1	12.5
1981-82	4.9	14.0	13.4	16.4	13.5
1982-83	11.7	13.9	13.2	14.3	13.4
Fire Alarm					
1978-79	2.0	0.3	0.5	0.6	0.4
1979-80	1.6	0.3	0.2	-	0.3
1980-81	1.4	-	0.3	0.6	0.2
1981-82	-	0.06	0.3	0.9	0.2
1982-83	-	0.1	0.3	0.4	0.2
Explosive Device					
1978-79	2.0	0.9	2.1	1.3	1.8
1979-80	1.6	0.7	1.6	3.2	1.4
1980-81	7.1	0.8	1.6	2.5	1.5
1981-82	-	0.8	1.5	-	1.2
1982-83	2.1	1.1	1.9	1.7	1.7
Inciting or Participating In Disturbance					
1978-79	-	1.2	1.3	1.3	1.2
1979-80	-	1.5	1.0	-	1.1
1980-81	1.4	2.0	0.9	3.1	1.3
1981-82	2.4	1.6	0.9	1.3	1.2
1982-83	2.1	1.1	0.9	0.9	0.9
Physical Attack on Staff					
1978-79	-	2.2	0.9	-	1.1
1979-80	-	2.4	1.2	0.6	1.6
1980-81	-	2.8	1.4	-	1.7
1981-82	-	2.1	1.3	0.4	1.5
1982-83	3.2	2.1	1.3	1.3	1.5
Physical Attack on Student					
1978-79	34.7	22.8	11.4	14.6	14.2
1979-80	32.8	26.2	14.9	22.3	18.4
1980-81	22.9	25.0	14.4	19.4	17.5
1981-82	43.4	27.1	16.3	18.7	20.0
1982-83	29.8	27.3	15.0	18.3	18.8

EXHIBIT 10-4 (Continued)

	Asian	Black	White	Hispanic	Total Suspensions
Sex Activity					
1978-79	-	0.4	0.4	0.6	0.4
1979-80	-	0.4	0.7	1.3	0.6
1980-81	-	0.6	0.4	1.9	0.5
1981-82	1.2	1.2	0.7	0.4	0.8
1982-83	3.2	0.5	0.7	-	0.7
Theft					
1978-79	-	4.5	2.0	1.9	2.6
1979-80	3.3	4.8	2.1	1.3	2.9
1980-81	1.4	5.0	2.3	3.8	3.1
1981-82	1.2	5.6	3.1	2.2	3.8
1982-83	7.4	5.3	2.0	3.0	3.0
Unauthorized Sale/Distribution					
1978-79	-	0.08	0.1	-	0.1
1979-80	-	-	0.08	-	0.05
1980-81	-	0.1	0.08	-	0.09
1981-82	-	0.06	0.03	0.4	0.05
1982-83	1.1	0.1	0.08	-	0.1
Vandalism					
1978-79	2.0	0.5	2.4	0.6	2.0
1979-80	4.9	0.9	2.4	-	2.0
1980-81	1.4	1.4	2.4	-	2.0
1981-82	1.2	1.1	1.9	2.2	1.6
1982-83	4.3	1.0	2.0	0.9	1.7
Verbal/Physical Threat to Staff					
1978-79	2.0	6.2	3.9	2.5	4.3
1979-80	1.6	5.7	3.6	4.5	4.3
1980-81	4.3	5.9	4.6	4.4	5.0
1981-82	1.2	5.0	4.0	3.6	4.2
1982-83	1.1	4.7	4.2	2.6	4.2
Verbal/Physical Threat to Student					
1978-79	2.0	3.4	1.5	1.9	2.0
1979-80	3.3	1.8	1.3	3.2	1.5
1980-81	1.4	2.6	1.3	1.3	1.7
1981-82	1.2	2.1	1.8	3.1	1.9
1982-83	1.1	2.9	1.8	1.3	2.0

EXHIBIT 10-4 (Continued)

	Asian	Black	White	Hispanic	Total Suspensions
Disrespect					
1978-79	10.0	16.6	13.0	12.0	13.7
1979-80	6.6	19.5	13.8	15.3	15.3
1980-81	8.9	16.6	10.9	13.1	12.5
1981-82	4.8	14.0	13.4	16.4	13.5
1982-83	11.7	13.9	13.2	14.3	13.4
Fire Alarm					
1978-79	2.0	0.3	0.5	0.6	0.4
1979-80	1.6	0.3	0.2	-	0.3
1980-81	1.4	-	0.3	0.6	0.2
1981-82	-	0.06	0.3	0.9	0.2
1982-83	-	0.1	0.3	0.4	0.2
Explosive Device					
1978-79	2.0	0.9	2.1	1.3	1.8
1979-80	1.6	0.7	1.6	3.2	1.4
1980-81	7.1	0.8	1.6	2.5	1.5
1981-82	-	0.8	1.5	-	1.2
1982-83	2.1	1.1	1.9	1.7	1.7
Inciting or Participating In Disturbance					
1978-79	-	1.2	1.3	1.3	1.2
1979-80	-	1.5	1.0	-	1.1
1980-81	1.4	2.0	0.9	3.1	1.3
1981-82	2.4	1.6	0.9	1.3	1.2
1982-83	2.1	1.1	0.9	0.9	0.9
Physical Attack on Staff					
1978-79	-	2.2	0.9	-	1.1
1979-80	-	2.4	1.2	0.6	1.6
1980-81	-	2.8	1.4	-	1.7
1981-82	-	2.1	1.3	0.4	1.5
1982-83	3.2	2.1	1.3	1.3	1.5
Physical Attack on Student					
1978-79	34.7	22.8	11.4	14.6	14.2
1979-80	32.8	26.2	14.9	22.3	18.4
1980-81	22.9	25.0	14.4	19.4	17.5
1981-82	43.4	27.1	16.3	18.7	20.0
1982-83	29.8	27.3	15.0	18.3	18.8

EXHIBIT 10-4 (Continued)

	Asian	Black	White	Hispanic	Total Suspensions
Sex Activity					
1978-79	-	0.4	0.4	0.6	0.4
1979-80	-	0.4	0.7	1.3	0.6
1980-81	-	0.6	0.4	1.9	0.5
1981-82	1.2	1.2	0.7	0.4	0.8
1982-83	3.2	0.5	0.7	-	0.7
Theft					
1978-79	-	4.5	2.0	1.9	2.6
1979-80	3.3	4.8	2.1	1.3	2.9
1980-81	1.4	5.0	2.3	3.8	3.1
1981-82	1.2	5.6	3.1	2.2	3.8
1982-83	7.4	5.3	2.0	3.0	3.0
Unauthorized Sale/Distribution					
1978-79	-	0.08	0.1	-	0.1
1979-80	-	-	0.08	-	0.05
1980-81	-	0.1	0.08	-	0.09
1981-82	-	0.06	0.03	0.4	0.05
1982-83	1.1	0.1	0.08	-	0.1
Vandalism					
1978-79	2.0	0.5	2.4	0.6	2.0
1979-80	4.9	0.9	2.4	-	2.0
1980-81	1.4	1.4	2.4	-	2.0
1981-82	1.2	1.1	1.9	2.2	1.6
1982-83	4.3	1.0	2.0	0.9	1.7
Verbal/Physical Threat to Staff					
1978-79	2.0	5.2	3.9	2.5	4.3
1979-80	1.6	5.7	3.6	4.5	4.3
1980-81	4.3	5.9	4.6	4.4	5.0
1981-82	1.2	5.0	4.0	3.6	4.2
1982-83	1.1	4.7	4.2	2.6	4.2
Verbal/Physical Threat to Student					
1978-79	2.0	3.4	1.5	1.9	2.0
1979-80	3.3	1.8	1.3	3.2	1.5
1980-81	1.4	2.6	1.3	1.3	1.7
1981-82	1.2	2.1	1.8	3.1	1.9
1982-83	1.1	2.9	1.8	1.3	2.0

EXHIBIT 10-4 (Continued)

	Asian	Black	White	Hispanic	Total Suspensions
Shakedown					
1978-79	-	0.3	0.05	-	0.1
1979-80	-	0.8	0.03	-	0.2
1980-81	-	0.6	0.05	0.6	0.2
1981-82	-	0.4	0.1	-	0.2
1982-83	-	0.4	0.2	-	0.3
Refusal to Cooperate					
1978-79	10.0	14.5	13.8	13.3	13.9
1979-80	19.7	13.5	15.1	14.6	14.7
1980-81	12.9	17.2	22.3	25.0	20.9
1981-82	14.5	19.8	19.4	22.7	19.5
1982-83	9.6	16.7	18.9	13.5	17.9

Source: Student Suspension Report, Maryland State Department of Education, Form 356-01.

1042g

Section 11

IN-SCHOOL SUSPENSION

BACKGROUND

A pilot in-school suspension program was inaugurated at Ridgeview Junior High School and Montgomery Blair Senior High School in the 1980-81 school year. The goal of the program was to provide a practical alternative to out-of-school suspension for less serious infractions (for example, class cutting, tardiness, and insubordination), by removing the disruptive students from the classroom while providing a continuing educational program and an opportunity to change inappropriate behavior. The present study was undertaken to gather some preliminary data on the program, including how it worked and the ways it might be improved in the future.

METHODOLOGY

Case studies were conducted to obtain information on the program and their effects. Assistant principals, program staff, teachers and students were either interviewed or surveyed about their opinions and attitudes toward the in-school suspension program. To obtain record data on the number of students actually involved in both types of suspension programs (in-school and out-of-school), assignment rates, recidivism rates, reasons for assignment, and length of assignment, information was gathered from MCPS Suspension Report Form 560-6. These data also included the students race and sex.

FINDINGS

This study produced one significant finding that is pertinent to the issue of minority student education in MCPS. The study found that non-white students were significantly less likely than white students to be assigned to in-school suspension. The trend was similar in both of the pilot schools studied. Seventy-four percent of the white students suspended were given in-school suspension in contrast to 61 percent of the non-white students. No explanation for this difference is found in either the severity of the offenses or the recidivism rates of these groups.

IMPLICATIONS

Formalized in-school suspension programs could do a lot to lessen the impact out-of-school suspensions have on student learning. In-school suspension programs are designed to keep the student in school learning. These programs could prove to be especially valuable to minority students, since they are more likely to be suspended from school than are white students. However, this study shows that when formalized in-school suspension programs are established minority students are less likely to benefit from them than are majority students. The reasons for the lack of equity are not known.

Source: Stallworth, W. L., Frechtling, J.A. and Frankel, S.M. A Preliminary Evaluation of the Pilot In-School Suspension Program, 1980-81. Rockville, MD: Montgomery County Public Schools. August, 1981.

Analyzed by Joseph A. Hawkins

Section 12

DROPOUTS

BACKGROUND

When a student drops out of school, a special notation is made on the data base indicating the reason for withdrawal. All dropouts are coded as one of the following:

- Employment
- Incompatibility between school and pupil: sixteen years of age and over - with consent of parents
- Marriage
- Military Service
- Economic reasons other than employment
- Special case - under sixteen years of age - expulsion for disciplinary reasons
- Special case - other
- Incompatibility between school and pupil - 16 years of age or over - expulsion for disciplinary reasons

Examination of the data from 1972-73 shows that approximately 90 percent of the withdrawals fall into the first two categories listed above.

An analysis was done on presently available data (1980-81 through 1982-83) to determine the racial distribution of the MCPS dropouts.

FINDINGS

Exhibit 12.1 presents the analysis of student dropouts by race. The data show the percentage of dropouts from each group compared to the percentage of that group in the overall MCPS population.

The data show that the dropout rate for blacks has remained fairly constant over the three-year period examined - approximately 16 percent, and blacks are only very slightly overrepresented among student dropouts. In contrast, there has been a large increment in the dropout rate for Hispanics, from 3.4 percent in 1980-81 to 10 percent in 1982-83. In 1982-83, the percentage of Hispanic students in the population of dropouts was more than two times their percentage in the overall MCPS student enrollment.

White and Asian students have consistently been underrepresented in the dropout population. Current data suggest, however, that the trends for the two groups may be moving in opposite directions. The data suggest that the dropout rate for Asians is increasing, whereas that for whites appears to be decreasing.

Source: MCPS Data Base

Analyzed by Vicki Williamson and Joy Frechtling

EXHIBIT 12.1

Summary of Student Dropouts by Race
1981-83

Year	Indian		Asian		Black		White		Hispanic	
	% of dropouts	% of population	% of dropouts	% of population	% of dropouts	% of population	% of dropouts	% of population	% of dropouts	% of population
1981	.8	.2	1.9	6.6	16.6	12.7	77.3	76.2	3.4	4.3
1982	-	.2	3.1	7.3	15.2	13.3	77.5	74.6	4.2	4.6
1983	-	.2	4.7	8.0	16.4	13.7	68.9	73.4	10.0	4.8

Section 13

GRADUATE FOLLOW-UP STUDY

BACKGROUND

Since 1963 the Montgomery County Public Schools has conducted annual surveys of its high school graduating classes. These surveys gathered information primarily about the postsecondary institutions that graduates planned to attend and the kinds of jobs they hoped to hold. The survey of the class of 1981 was the first effort to gather more information from the graduates. In fact, information was collected in the following areas from them:

- Postsecondary education and employment activities during the first year after graduation.
- Students' perceptions of the quality of the courses taken in high school and of their preparation in academic skill areas such as note taking, writing papers, managing time, etc.; and for those who took vocational courses, their perceptions of the quality of those courses.
- Students' perceptions of the effectiveness of counseling services and the services of other high school staff, especially in such areas as preparing for future education or jobs, choosing among options for college or vocational school, and identifying sources of financial aid for further education.

TYPES OF DATA COLLECTED

Surveys were mailed to all June 1981 MCPS graduates in the spring of 1982, about nine months after they were graduated. After two mailings, 2,627 surveys were returned, a response rate that was believed to be about 30 percent. However, results of the survey of the class of 1982, currently underway, indicate that due to the high mobility of our student population, and due to the percentages of errors found on the MCPS computer data base, we probably received surveys from approximately 50 percent of those whom we actually contacted in the mail.

WHAT THE DATA SHOWED

Students Attending Postsecondary School

Eighty-eight percent of the respondents had attended school during the first year after graduation, and of those who attended school, 75 percent attended a four year college. However, significant differences in postsecondary attendance were found when the data were examined by race and sex. Specifically, in comparison to the overall figures, 11 percent fewer blacks and 7 percent fewer Hispanic females attended postsecondary school (Exhibit 13.1). Similar findings were reported in the more limited study of the class of 1980, which examined the results for virtually the entire graduating class. In that group, 79 percent of the students went on to postsecondary school. However, that percentage was comprised of 92 percent of the Asians, 79 percent of the whites, 78 percent of the Hispanics, and 71 percent of the blacks.

EXHIBIT 13.1

Percentage of Sample Students by Sex and Race Attending Post-Secondary School in 1981-82

	Males	Females	Total
White	87	88	88
Asian	92	95	93
Black	73*	78*	77*
Hispanic	90	81*	85
Total	87	88	88

*Proportion attending school significantly lower than other sex by racial groups.

Moreover, in the 1980 graduating class, 28 percent of the white students attended Montgomery College, whereas 30 percent of the black students and 43 percent of the Hispanics attended Montgomery College. Only 24 percent of the Asians attended Montgomery College.

Students' Ratings of Courses Offered in High School

While the 1981 graduates, overall, gave good ratings to their high school courses, statistically significantly different ratings were given to mathematics courses (see Exhibits 13.2a and 13.2b). Asian students gave the highest ratings to math, with 88 percent of the females and 98 percent of the males rating it "good" or "very good". Hispanic males and white females gave the lowest ratings (67 percent and 74 percent, respectively, rating it "good" or "very good". The lowest overall ratings given to the academic courses as a whole came from Hispanic males (a score of 2.85 on a scale of 1.0=very poor to 4.0=very good), and black males (a score of 2.96).

Differences by race and sex were also found for vocational courses (Exhibit 13.3). Males in general rated vocational courses poorly (overall rating of 2.94 compared to 3.19 for females), and Hispanic males assigned the lowest ratings (2.76). However, black males rated the vocational courses highly (3.16).

Hispanic students, Asian students, and black female students tended to be overenrolled in art courses compared to the county average (see Exhibit 13.4). Additionally, Asian and black females were overenrolled in music classes (however, Hispanic females were not). These courses received the poorest ratings from males in general, but specifically from Asian and white males. Black males gave very high ratings to art and music. Black males also gave the highest ratings to health, physical education, and driver education courses (Exhibit 13.5).

Preparation in Study Skill Areas

Overall, black, Hispanic, and white males felt the poorest prepared in the study skills, specifically in writing papers, taking notes, completing homework assignments, and managing their time (Exhibit 13.6).

When asked if they would change anything about their high school program, significant differences were found in the responses by race. About 50 percent of the black and Asian students indicated that they would make changes, compared to 38 percent of the whites and 40 percent of the Hispanics.

Ratings of Counselors and Other School Staff

While no significant differences by race were found for the ratings of the school counselors, black males had the highest percentage indicating that they had enough time with the counselors and that the counselors understood them (Exhibit 13.7). Black students, Hispanic females, and Asian males gave the highest ratings to the overall helpfulness of the school staff as a whole in areas such as finding out about necessary job skills and/or information about colleges and financial aid (Exhibit 13.8).

EXHIBIT 3.2a

Percentage of Students Rating Academic Courses as "Good" or "Very Good" by Race and Sex

	Asian		Black		White		Hispanic		Overall	
	M	F	M	F	M	F	M	F	M	F
English	87	78	88	91	82	84	77	95	83	84
Social Studies	79	82	82	87	86	85	87	78	86	85
Foreign Language	77	74	59	78	66	68	52	79	66	69
Mathematics*	98	88	82	77	78	74	67	79	79	75
Science	94	79	83	85	83	81	68	80	83	81

EXHIBIT 13.2b

Average Ratings[1] of Academic Courses by Race and Sex

	Asian		Black		White		Hispanic		Overall	
	M	F	M	F	M	F	M	F	M	F
English*	3.15+	3.00-	3.08	3.21+	2.98-	3.10+	3.00-	3.26+	2.99-	3.11+
Social Studies	2.98-	2.96-	2.97-	3.04	3.08	3.06	3.16+	3.02-	3.07	3.06
Foreign Language*	2.91+	2.92+	2.59-	3.07+	2.7[illegible]-	2.82	2.61-	3.18+	2.76-	2.84
Mathematics*	3.43+	3.24+	3.00	3.05+	[illegible]04+	2.9[illegible]-	2.67-	3.00	3.05+	2.95-
Science	3.42+	3.14+	+3.06	3.02	3.07	3.01	2.74-	3.17+	3.07	3.02
Total Academics	3.19+	3.06+	2.96-	3.08+	3.00	2.99	2.85-	3.12+	3.00	3.00

*Differences significant by race and sex

1. 4.0=Very good, 3.0=Good, 2.0=Poor, 1.0=Very poor

Pluses (+) and minuses (-) signify two or more standard errors from the total county mean; standard error=.014 for English, social studies, and science; .02 for foreign language, and .016 for math. (+) and (-) for total academic score based on a standard error of .02. Using a standard error of .02, total county averages for English, social studies, and science are significantly higher than those for math and foreign language.

EXHIBIT 13.3

Average Ratings[1] of Vocational Courses by Sex and Race

Vocational Area	Asian M	Asian F	Black M	Black F	White M	White F	Hispanic M	Hispanic F	Overall M	Overall F
Business Education*	3.13-	3.35+	3.30+	3.41+	2.95-	3.32+	2.90-	3.38+	2.98-	3.33-
Occupational Home Economics*	2.00-[2]	2.92-	2.89-	3.09	2.67-	3.17+	2.50-[3]	3.00	2.67-	3.15+
Cooperative Educ.*	3.00	2.70-	3.00	3.07	2.88-	3.14+	2.71-	3.10	2.89-	3.11+
Trade/Industry*	3.25+	2.80-	3.33+	2.68-	3.20	3.12	2.78-	2.87-	3.20	3.02-
Total Vocational	2.90-	3.02-	3.16	3.13	2.93-	3.21+	2.76-	3.15	2.94-	3.19

*Differences in percentages statistically significant among sex by race groups for all areas

1. 4.0=Very good, 3.0=Good, 2.0=Poor, 1.0=Very poor
   (+) and (-) based on standard errors of .024 for Business Education, .036 for Occupational Home Economics, .037 for Cooperative Education, and .039 for Trade/Industry.
2. Percentage based on only two students
3. Percentage based on only six students

EXHIBIT 13.4

Percentage of Students by Race and Sex
Enrolling in "Other Elective" Courses

	Asian		Black		White		Hispanic		Overall	
	M	F	M	F	M	F	M	F	M	F
Art*	41	53	32	47	29	40	58	51	31	41
Music*	29	40	24	48	34	32	32	26	33	33
Health/P.E./ Driver Ed.	80	81	89	89	81	83	84	86	81	83

*Statistically significant difference for students by sex and race.

EXHIBIT 13.5

Average Ratings of "Other Elective Courses"

	Asian		Black		White		Hispanic		Overall	
	M	F	M	F	M	F	M	F	M	F
Art*	2.95-	3.29+	3.23+	3.17	3.05-	3.22+	2.89-	3.27+	3.04-	3.22+
Music*	3.14	3.30+	3.30+	3.12	3.00-	3.21+	2.70-	3.27+	3.01-	3.21+
Health/P.E./ Driver Ed.	3.10	3.17+	3.56+	3.27+	3.07-	3.08	3.23+	3.19+	3.10	3.09
Total Electives	3.07-	3.23+	3.41+	3.21+	3.05-	3.15	3.01-	3.23+	3.06-	3.15

1. 4.0=Very good, 3.0=Good, 2.0=Poor, 1.0=Very poor

*Statistically significant differences found by race and sex.

(+) and (-) based on standard errors of .024 for art, .028 for music, and .015 for health/physical education/driver education.

EXHIBIT 13.6

Average Skill Preparedness by Sex and Race[1]

Skill Area	Asian		Black		White		Hispanic		Overall	
	M	F	M	F	M	F	M	F	M	F
Writing Papers*	3.00+	2.73-	2.67-	2.84+	2.73-	2.85+	2.64-	2.80	2.74-	2.84+
Taking Notes*	2.60-	2.82+	2.33-	2.78+	2.57-	2.69+	2.43-	2.66	2.56-	2.70+
Using the Library	2.93+	2.83	2.90+	2.97+	2.82	2.76-	2.79	2.86+	2.83	2.78
Homework*	2.97+	3.09+	2.77-	3.04+	2.72-	2.90+	2.78-	3.06+	2.74-	2.92+
Studying for Tests	2.71+	2.78+	2.40-	2.55+	2.52	2.48	2.41-	2.86+	2.52	2.50
Managing Time*	2.38	2.64+	2.03-	2.42	2.36-	2.44	2.30-	2.69+	2.34-	2.45+
Total	2.77+	2.82+	2.52-	2.77+	2.62-	2.67	2.56-	2.82+	2.62-	2.70

1. 4.0=Very good, 3.0=Good, 2.0=Poor, 1.0=Very poor

*Statistically significant difference by sex and race.

(+) and (-) based on standard errors of .018 for writing papers, taking notes, studying for tests, and managing time; and .016 for using the library and preparing for homework and reading assignments.

EXHIBIT 13.7

Ratings of Counselors

	Asians		Blacks		Whites		Hispanics		Overall	
	M	F	M	F	M	F	M	F	M	F
Understands me*	60	53	75	60	46	46	60	48	48	46
Is accessible	91	76	88	85	84	80	83	81	84	80
Enough time	74	71	90	74	79	75	86	69	79	75
Sought Info.*	77	84	76	90	70	81	74	79	71	81

*Indicates a significant difference between students by race and sex.

EXHIBIT 13.8

Average Rating[1] of Helpfulness of Staff by Sex and Race

Area of Help	Asian M	Asian F	Black M	Black F	White M	White F	Hispanic M	Hispanic F	Overall M	Overall F
Job Skills Needed*	2.74+	2.64+	2.63	2.93+	2.50-	2.62	2.52-	2.72+	2.52-	2.64+
High School Courses Needed	2.91+	2.75+	2.86+	2.75+	2.61-	2.69	2.63-	2.81+	2.64	2.70
Schools Within 50 Miles of Home*	2.94+	2.69	2.80+	2.70	2.59-	2.70	2.70	3.00+	2.62-	2.71
Schools Outside 50 Miles of Home	2.26-	2.51	2.81+	2.71+	2.46-	2.57	2.32-	2.80+	2.47-	2.58
Financial Aid*	2.45+	2.33	2.46+	2.72+	2.23-	2.33	2.17-	2.57+	2.25-	2.36
Apply to a Large Number of Schools	2.81+	2.69+	2.70+	2.72+	2.56	2.56	2.27-	2.79+	2.57	2.59
Total	2.69+	2.60	2.71+	2.76+	2.49-	2.58	2.44-	2.78+	2.51-	2.60

1. 4.0=Very helpful, 3.0=Helpful, 2.0=Of little help, 1.0=Not at all helpful

*Statistically significant difference by sex and race.

(+) and (-) based on standard errors of .019 for skills and training needed, .018 for high school courses needed for college, .023 for schools within 50 miles of home, .02? for schools outside 50 miles from home, .023 for financial aid, and .022 for applying to a range of schools.

IMPLICATIONS OF THE DATA

Statistically significant differences were observed in many of the student responses regarding the quality of their education in MCPS and their post-secondary experiences when analyzed by sex and race. Notable is the differences between blacks and Hispanics, on the one hand, and Asians and whites, on the other, in their endeavor to pursue postsecondary education. While the ratings of MCPS courses and staff varied for the sexes and races for particular courses or issues, Asian students tended to be the most positive about their educational experience while Hispanic males were the most negative.

Source: Follow-up Study of the High School Class of 1981 One Year After Graduation, by Susan Gross and Joy Frechtling. June 1983.

Analyzed by Susan Gross

775b.doc.10ET